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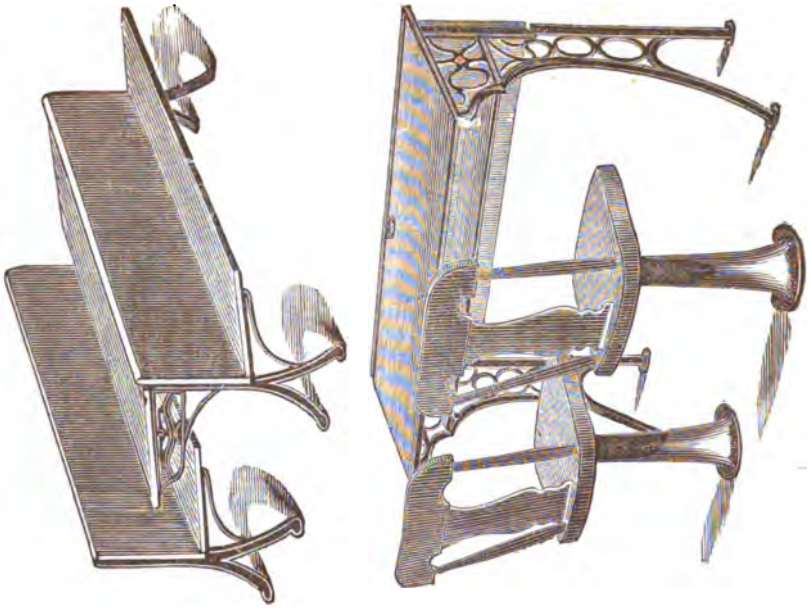
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RICHARD EDWARDS, EDITOR, Normal.
S. H. WHITE, MATHEMATICAL EDITOR, Chicago.

Peoria, Illinois:
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ILLINOIS TEACHER.

VOLUME XII. FEBRUARY, 1866. NUMBER 2.

WHO SHOULD TAKE AN EDUCATIONAL PAPER?

By the report of 1860, Illinois has 1836 townships, giving 5508 school trustees. What is the duty of these? They have to meet twice a year, at least, to attend to school matters, also one day for election, as judges. (The law of the state allows others two dollars a day for serving as judges of election.) They have to collect all statistics, —such as number of children, condition of schools and houses, and such other items as the State Superintendent may desire; have to keep a general supervision of all the property and schools in their townships; have to distribute and apportion all school-moneys, etc.

I contend that the board of trustees ought to visit every school in their township yearly, to know the condition of the several schools and the wants of each district, lecture to the people and interest them in the cause of education, etc. If they do their duty and keep themselves posted, they must spend from twelve to twenty days per year, and most of this time must have a horse, at least, to use. If they *fail* to make any thing but *correct returns*, they are liable to a fine of one hundred dollars and cost of prosecution.

There were reported 8956 school-districts, giving 26868 school directors. What is their duty? They must see to keeping school-houses and -lots in order, hire teachers, get fuel, and attend to all the wants of the district. One-third of these must be clerks, and "keep a record of *all* the official acts in a well-bound book, and submit the same to the treasurer twice a year for his approval. The clerk must have the oversight of all school matters, that he can keep all matters recorded. And they *shall* visit and inspect the schools as often as is practicable." How often is practicable? With many it is never practicable; with some, once a year; with others, once a term. If there is interest enough to visit the school, it must generally be by the clerk,

as in nine-tenths of cases he has nearly all the work to do. I think this wording of the law a good thing for *slaves*, for it allows them some liberty; and if school officers are not by the law of our state 'oppressed without cause', I do not know where oppressed people can be found. They have to examine schedules, certify to them, etc. Last summer I went on the last day of school to see the schedules: we had children from two townships, and from two districts in each town. The teacher had no schedule made out, but one director had signed the blank schedules, and he did not know but it was perfectly correct.

No clerk of directors can do his duty without spending at least six days in a year, and when he has to go to make his reports generally must use a horse.

Now what are these 32376 officers allowed for their services? The Bible says "The workman is worthy of his meat"; and, "The laborer is worthy of his reward." It is a point in common law that the public shall take nothing from an individual without paying a fair remuneration. What remuneration do these individuals get for their services? They get *one dollar and fifty cents*, or exemption of "not over two days' poll road-tax" per year. And for this paltry sum they must labor from six to twenty days, and each liable to a fine of from twenty-five to one hundred dollars for not working for the public correctly. "Missionary work!" It *is* Oppression's work, and nothing else. It is a *shame* to the individuals making the law, and a *disgrace* for the state allowing such a law in its statutes. Look at it! 32376 men in the State of Illinois *compelled* to labor for the state for less than one-fourth what their board costs, or their horse-hire, and then call it *educational justice!* it is educational injustice!

"Shall thy cheek flush with crimson
Before the world-called great?
Wilt thou fawn meekly, humbly,
To that thy heart must hate?
Wilt thou bow to the oppressor
With courtly beck and nod?
No! Stand like some strong mountain,
And bow to none but God!"

This is the condition in which we find this host of men in the year 1866, and at the same time a call in the *Illinois Teacher* that each one of these should put his hand in his pocket and take therefrom $1.50 and pay for it per year, so that they may know how to do their forced work correctly, and not have to pay twenty-five or one hundred dollars fine.

Do these need an educational paper? They have the school-law—some of them, at least—to direct them. Is this school-law so blind that they should have an educational paper to tell them how to understand it? This is not all. These school officers are urged to write for this 'state school organ'. What shall they write? "Their experience!" This is what I am doing in behalf of the non-paid school officers. An experience of twelve years has given me an insight into it.

Now, Fellow Officers, I find in the 'Prospectus for 1866' that "the field of battle is changed", and that they propose "to enlist the *Illinois Teacher* on the side of Intelligence and Freedom, against Ignorance and Tyranny." So I presume it is fair to infer from their promise that our case will be attended to and justice done. I fully believe Friend Edwards is in for it. This is one reason why we should take the *Teacher*,—that we may see when the day of our deliverance shall come; when teachers shall not, as now, look upon us as unfit associates, to be excluded from institutes and other places of educational intelligence; when may be sung

"Knowledge hath left the hermit's ruined cell,
The narrow convent, and the cloister's gloom,
With world-embracing wings to soar, and dwell
'Mid purer ether and sublimer room.
The volleyed lightnings of her press consume
The tyrant's strength, and strike the bigot blind:
Day after day its thunders sound the doom
Of some old wrong, too hideous for the mind
Which reason hath illumined, which knowledge hath refined."

School officers should take an educational paper, so that they may know what progression is going on toward making education *practical* for the masses. The educational system is in its infancy, and is far from being practical. I have found that if intrusted wholly to teachers it never will be practical. They, as a body, teach books, not principles; and we often have to unlearn, in the duties of life, what we learned at school. Therefore, I believe, if we are to have a practical education developed, we must have others than teachers to work at its erection. For this reason, those who see and think outside of teachers should not only take, but should write for, educational journals.

During the time I have been a school officer, I have had the reading of the *Illinois Teacher* three years, and had made up my mind that its whole object was for teachers, as I have seen no other writers in it. I have also taken other educationel papers, and been a contributor for an eastern educational paper for the last five years. I find now that the editor and publisher of the *Illinois Teacher* ask for articles from those not teachers.

That the great mass of the people need educational intelligence I think no one will deny, or that school officers also need it; but the want is for something practical,—something that the people can understand and appreciate. Articles written expressly for teachers, such as are generally found in educational papers, are of no more interest to the mass than Latin and Hebrew, and are quite as unintelligible to them. They are not intended for the masses to understand: they are for teachers, and no others,—and not half the teachers can appreciate them. When *Practical Education* is the motto, we shall see a different state of things. "So mote it be." FELPS.

A CONFIDENTIAL TALK WITH LADY TEACHERS.

BY ONE OF THE GUILD.

Our high vocation has a most serious drawback in that odious *school-ma'am-y manner* which is so apt to settle down upon us.

I suppose any one of us would wish to be recognized in the crowd simply as a lady, not as a school-mistress; yet, in hundreds of us, the first thing that strikes a stranger is more or less of that prim, artificial, patronizing, opinionated way which marks a person who has merged the woman in the teacher. For the good of the profession, and, above all, for the honor of womanhood, we ought to face the fact, and see whether it is inevitable. Not that it is at all peculiar to us to take an impress from our business; but to have the guinea's stamp more noticeable than the quality of the metal is a fault any where, and a professional air is even more disagreeable in a woman than in a man.

We can afford to sacrifice much to our work; but our Father can not mean that it should kill out any part of our nature which is womanly, lovely, and true. Any noble service, rightly rendered, must refine and sweeten the character; and manner should be only a transparency for character. So if a teacher's duty were done just as it ought to be, one would think it should improve her as a woman and a lady. Must we conclude that this is a mistake, and that it is the faithful teacher's doom, which only a few happy constitutions can escape, to become a stiff, dry kind of person? Is the trouble in the profession itself, or in the way we take it? I believe it is in us. If we were *better* teachers, no one would know we were teachers.

Let us see: the most marked ingredient of the real school-mistress manner is, I think, artificiality. This comes in part as a certain con-

sequence of putting on for hours every day an unnatural stateliness. Is that to be avoided? I believe respect is to be gained, even from children, not by a formal and distant manner, but by truth, decision, even temper, fair judgment, and full, ready knowledge.

It is not simple, unaffected frankness, but a labored pomp, which tempts impertinence. If a mature young lady has no natural quality which wins deference and represses unwelcome familiarity, she may be sure teaching is not her vocation. Real dignity is a grace to any lady; for the sham article a teacher has no more occasion than any body else. So much for school-mistress stiffness.

But we suffer from another cause of artificial manner harder to escape. Many a teacher wears for hours every day a mask of patient good nature, while her spirit frets and chafes within her. She enters with great vivacity into the details of a, b, ab, or Quadratic Equations, as the case may be, while her soul cries out to be delivered. She has been over the same old thing until she hates the sight of it. Yet she must make it attractive; so she goes at it as if it were a charming, new discovery, and her face gets so used to telling a lie that she can not be natural when she would: the mechanical smiles and surface tones acquired in the school-room cling to her when she goes into society. Have we not all seen in others, if not one of us is conscious of it in herself, that encouraging, condescending air, which has been put on for scholars till it has grown habitual? Do we not know how offensive it is to those who do not feel themselves in need of condescension and encouragement?

How are we to save ourselves from this? Happy the few who are permitted to teach such students as stimulate their own minds to new progress, and reward with fresh truth. They have no need to force enthusiasm, or train the manner to belie the heart. But the many are obliged to teach over and over lessons so far below the range of their own intellectual activity, or so far apart from it, that it is nothing but a drudgery to them. What then? Must a woman make an automaton of herself, and prove the best teacher when she can most fairly pretend an interest she does not feel? No: we must be genuine, at all events. A mother does not grow affected and artificial by constantly coming down to the minds of her children. It is because she *does* come down, heart and all. We are apt to send down intellect and manner, even the expression of the face, while we keep our hearts at home, busy about our own affairs: and it is for this double-dealing that our business takes revenge upon us. If we were sincere, hearty, tender in our work, as a true mother is in hers, its reäction on us, as on her, would be to soften and warm both heart and manner.

So it seems to me we are to be saved from that prim, patronizing air by a nobler understanding of our duty, by coming nearer to our scholars, throwing ourselves with real sympathy into their perplexities and their progress, sharing their life more kindly, and grounding our claims to respect and obedience upon character itself. If we did not post ourselves too far above them, they would keep us fresh and natural and young by the very contagion of their own feeling.

Next to this 'proper', gracious air, I think an overpositive, dictatorial manner is the most unlovely thing we are apt to catch from our profession. A young lady coming from the little realm where her opinion is the oracle is apt to forget that out in the world she is only one among the rest, and to give out her views as if they were decisive. The best cure for this, it seems to me, is society,—especially that of our superiors. Many a conscientious young teacher busies herself in her school, and patiently sacrifices every hour of the day to her scholars, while she is really wronging them by dwarfing herself. A teacher can not widen and deepen and refine her own being in any way without doing, by that very act, a kindness to those under her influence. Of course, our professional duties are to be thoroughly done, and our hearts and sympathies are to be always accessible to our pupils; but we ought not to feel that we are robbing them while we seek a more liberal culture for ourselves. I wish I could make you believe it, some of you dear, faithful souls that are withering yourselves into a premature old age by an unnatural cramping of your tastes and powers. Do not be a mere teacher! be a true woman, a thorough lady, and you will be all the better teacher. We shall affect our scholars most powerfully by what we *are;* and it is for their sake quite as much as our own that each one of us needs to be

> A perfect woman, nobly planned
> To warn, to comfort, to command.

We can not care too much for our scholars; but we need to remember that no richness of spiritual knowledge, no breadth of intelligence, no literary culture, no elegance of manner, no tastefulness of dress even, in ourselves, can be wasted on them.

We need varied society, also, to secure us against that pedantic style of conversation which is bad enough in a man, and in a woman is fairly disgusting. Nothing is more disagreeable than to hear us always dragging in school phrases and talking on school subjects. A full-armed Minerva is very well on the Acropolis, but no body wants her in a sitting-room. Not that there is the remotest danger of our knowing too much; but we need to mingle constantly with different classes

of people, to see with what an unobtrusive grace persons of more generous culture wear and use their literary treasures, and no less to be reminded of the infinite variety of knowledge there is among uneducated people, which we know nothing about. This will keep us modest and teach us the relations of the schools to life, and so help us to be living, loving, lovable, intelligent women, and not mere bookish blues.

If a teacher can only be a friend among friends with her scholars, a lady in all her tones and attitudes and bearing, in the school-room no less than the drawing-room, an earnest Christian, spending her very heart to win followers for her Lord, she will have reason to thank God for a life-work which will not only yield immortal fruits in other souls, but unfold her own being in the beautiful strength of a noble and lovely womanhood.

The Congregationalist.

LONGEVITY IN EUROPE.—The *Clinique Europienne*, published by Dr. Kraus, in an article on this important subject, states that before 1789 Duvillard calculated that out of 100 individuals 50 only reached the age of 20. From 1823 to 1831, according to Bienayme's observations, the proportion was 60 per cent. According to Demonferrand, 7 individuals out of 100 reach the age of 80, 2 only the age of 85, and 1 that of 89; while out of a million only 640 die within 90 and 99. Mathieu reduces the 640 to 491, and finds that out of that number only 9 reach the age of 97, and only 4 that of 99. According to Duvillard and Demonferrand, only 2 out of 10,000 reach the age of 100; but in this respect there are some privileged places: thus, at Carlisle, in Cumberland, 9 out of 10,000 attain that age, while at Paris scarcely a year passes without some person dying 100 years old or upward. Benoiston de Chateauneuf, calculating upon 15 millions of individuals, finds that out of 100 only 44 reach the age of 30, 23 that of 60, 15 that of 70, 4½ that of 80, and 1⅛ that of 90. The average duration of life is now about 39¾ years; 20 years ago it was only 36; in 1817 it did not exceed 31½; before 1789 it was only 28¾; and M. Villerme shows that at Paris, in the 14th century it was not more than 17 years, in the 17th 26, and in the 18th 32. In France there is only 1 septuagenarian for 33 individuals, 1 octogenarian in 160, and 1 nonagenarian in 1900. At Geneva the average of human life in the 16th century was 18 5/12 years, in the 17th 23½, and from 1815 to 1826 it was 38⅝ years. In England, the average in 1840 was 38 years; in France, 36½; at Hanover, 35½; in Schleswig-Holstein, 34 7/12; in Holland, 34; at Naples, 34 7/12; in Prussia, 30⅝; in Wurtemberg, 30; in Saxony, 29.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
Springfield, Ill., February, 1866.

CORPORATE POWERS OF BOARDS OF SCHOOL DIRECTORS IN RESPECT TO ACQUIRING AND HOLDING REAL ESTATE.

IT some times happens that persons indebted to a board of school directors, in their corporate capacity, desire to pay such indebtedness by the conveyance to the board of real estate; and thus the point is raised of the competency of boards of school directors to accept of such conveyance, or, in other words, their legal capacity to acquire and possess property.

A brief examination will show, I think, that the question must be answered in the affirmative.

It is held by the highest legal and judicial authorities that every corporation aggregate, to enable it to answer the purposes of its creation, has, incidentally, at common law, a right to take, hold, and transmit in succession, property real and personal, to an unlimited extent or amount.

This general right, at common law, may be limited or restrained by general statutes, or by the act of incorporation. Thus, in Pennsylvania, what are known as the English Statutes of Mortmain have been held by the supreme court of that state to be the law of the commonwealth, restraining to a certain extent the common-law rights of corporations. But in other states it is understood that the statutes of mortmain have not been reënacted or practiced upon.

But as the school-law which created the corporation known as the 'Board of School Directors' has not, as I can see, in any way limited or restrained the right of school directors, as a corporation, to purchase, acquire and hold real estate, its power to do so would seem to be unquestionable; and the power to acquire and hold implies, of course, the power to recover.

Nor is this *legal capacity* of a corporation to purchase and hold property at all affected by the law laid down in 12th Ill. Reports, 140, in respect to the powers of *municipal* corporations, which can only exercise such specific *powers* as are expressly conferred upon them by their acts of incorporation. It is not needful to remark upon the familiar distinction between inherent legal function, or capacity, and specific objective powers affecting the rights and interests of individuals.

It would further seem that a board of school directors may lawfully

exercise such powers as are conferred upon township trustees by the 41st section of the School-Law; for those powers are general, and such as all corporations would have under the common law, without express enactment, unless expressly restrained in reference thereto.

The foregoing opinions concerning the general power of school directors, as corporations, to acquire and possess property are not in conflict with or affected by the 39th section of the Act, requiring the title of 'school-houses and school-house sites' to vest in the board of township trustees.

In a word, then, it is held that boards of school directors may, whenever, in their judgment, the interests of their district require it, receive conveyances of real estate in satisfaction of debts due the district, acquire and hold property, and maintain actions in their own corporate name to obtain possession of land or other property that has been conveyed to them.

[Among the authorities consulted in connection with this subject are 1 Kyd on Corporations, 76, 78, 104; 1 Blackstone's Comm. 478; 2 Kent's Comm. 227; 22 Pick. Mass. Reports, 122, etc.]

As an answer to numerous applications for a simple and comprehensive form of bond to be issued by directors when it becomes necessary for them to borrow money, I suggest the following, as sufficient for all practical purposes:

Form of Bond,

TO BE USED BY SCHOOL DIRECTORS, FOR MONEY BORROWED UNDER SEC. 47 OF SCHOOL-LAW.

On the .... day of ....., A.D. 18.., the School Directors of District No. .., Township No. .., R. No. .., County of ....., and State of Illinois, will pay to ...., or order, the sum of ..... dollars, for value received, with interest thereon from this date, at the rate of .... per centum per annum.

This bond is issued in pursuance of Section (47) forty-seven of an act of the General Assembly of the State of Illinois entitled 'An Act to establish and maintain a system of Free Schools in the State of Illinois', approved February 16th, 1865, and in no wise contravenes the provisions of the said section of said act.

In witness whereof, the said school directors, in pursuance of the act aforesaid, have hereunto subscribed the corporate name of said school-district, and set their hands and seals, this .... day of ....., A.D. 18.., at ....., in the County of ....., and State of Illinois.

"School Directors of District No. ...., Township No. ...., Range No. ..., County of ....., and State of Illinois." [SEAL]

A. B. [SEAL]
C. D. [SEAL]
E. F. [SEAL]
} Directors of said District.

NEWTON BATEMAN, Sup't of Pub. Instruction.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.
Post-Office Address—"595 West-Washington St., Chicago."

PRIMARY ARITHMETIC.—The unit is the basis in all mathematical calculations. The basic unit is 1; but, owing to limitations in the powers of the mind, we constantly form new bases, composed of a certain number of primary units. These new bases then become the unit to which the mind refers in thinking. We have examples of this in things that are counted by the gross, hundred, or dozen, where we frequently lose sight of the basic unit. 6 dozen are only 6, the unit being 1 dozen.

This unifying or classifying of numbers upon new bases serves two purposes: it saves the mental effort of going back to the basic unit 1, and also aids the mind in forming some conception of numbers too large to be thought of in relation to the primary base. It is probable that no person can form any distinct idea of 100,000 men, 1 man being the unit; but it does not need a very great mental effort to think of 100 regiments of 1000 men each.

This process of forming new units is seen in the different measures. According to the distance to be measured, we take for the unit 1 inch, 1 foot, 1 yard, or 1 mile. Each of these units is thought of as absolute, not as related to some smaller unit, though there may be a nascent consciousness that such relation exists. We may think of 1 mile with no more regard to the rods, yards, or feet, of which it is composed than if these smaller measures did not exist.

We must recognize this mental artifice of grouping in numbers, by which process we form new units from the primary unit. In this manner 2, 3, 4, 5, etc., become each a unit, and the basis of a series of 2s, 3s, 4s, and 5s, as really as 1 inch, 1 yard and 1 mile are units, and the bases of series of inches, yards, and miles. We have first a series composed of like units, then a series composed of like groups of like units.

The series of which 2 is the base may be presented in such exercises as the following:

Let the pupil place blocks or other objects two at a time, and count 2, 4, 6, 8, etc.; then taking away 2 at a time he reverses the counting, and it becomes 8, 6, 4, 2.

To add is but to introduce the word *and*, and count 2 and 2 are 4,

4 and 2 are 6, etc. To subtract is but to introduce the word *from* or taken away from: as, 2 taken away from 10 leaves 8, etc.

Many exercises should follow. Among them, the following may be useful:

1. The pupil observes and says 4 is 2 and 2 more; 6 is 4 and 2 more, etc.

2. A promiscuous exercise upon the multiples of 2, thus: the teacher shows 6 and 2 more; the pupil observes and says 6 and 2 more are 8.

3. Require the pupil to show 2 more than 6, 8, 12, etc.

4. Pass from objects, and ask abstractly How many are 6 and 2 more? etc.

In subtraction, after the pupil can count backward with some facility, let him change the form of expression in various exercises:

1. Let him observe and say 2 is 2 less than 4; 4 is 2 less than 6, etc.

2. Require the pupil to show 2 less than 7, 8, 12, etc.

3. How much is 8 less than 10? 6 less than 8? etc.

4. What is the difference between 8 and 10? 4 and 6? etc.

In multiplication the pupil has merely to express the sum of one series in terms of another. In a series of 2s the pupil expresses the sum of five 2s in terms of the series of 1s. To do this he needs to observe objects.

1. Let him count the 2s: one 2, two 2s, etc.

2. Let him observe and say one 2 is 2; two 2s are 4, etc.

3. How many are three 2s? five 2s? seven 2s? etc.

Before a pupil can divide, he has only to observe how many times the basis of a series is contained in that series. If he is to divide 12 by 2, he has to observe how many 2s there are in a series of 2s the sum of which is 12.

1. He reverses (2) in multiplication, observes the objects, and recites: In 4 there are two 2s; in 6 there are three 2s, etc.

2. How many 2s in 6? 8? 14? etc.

The second exercise is true division. Partitive division belongs to fractions. The same exercises which are used for 2 and its multiples may be used for any number and its multiples.

In all these operations nothing appears but the series and its basis or unit. This series the child should be caused to observe. He will discover no such thing as is known to the adult under the names of addition, subtraction, multiplication, and division. These names are not expressions for different mental operations, but different expressions for the same mental operation. The different fundamental rules

could never exist if numbers had never been represented by written characters.

Of fractions I can only say now that in a course of primary arithmetic they should never be disjoined from whole numbers.

A. G. M., in N. Y. Teacher.

ARITHMETIC.—The numerical frame should be constantly used in teaching this branch in primary schools. By this apparatus, or by some other material objects, each particular combination of numbers in the tables should be illustrated before it is given out to be commited to memory. Before the child is made to learn and repeat the formula '4 and 3 are 7', he should be made to *see* that four things and three things are seven things; and so of other elementary combinations. The practical questions in the Primary Arithmetic, with their pictorial illustrations, are designed to aid the child in acquiring intelligent *ideas* of numbers and their relations, as a preparation for memorizing the tables. These questions are injudiciously omitted by some teachers, who put the pupils directly upon the abstract tables, without attempting to develop *ideas of numbers and numerical combinations.* Those who adopt this course do so hoping to save time in fitting their pupils for promotion. But this method of proceeding is the poorest possible preparation for future success in the science of numbers. In the primary course of instruction much more time should be occupied with concrete numbers than with abstract. The first operations in addition, subtraction, multiplication, and division, should be performed with sensible objects, such as the balls on the numeral frame, beans, blocks, etc. The first steps of addition and subtraction should be taught together; and so of multiplication and division. Boston Report, 1864.

There is a great deal of sound sense in the above suggestions, which we hope our fellow teachers will consider well. We have been at work for some time in making as much as possible of a good thing and trying to devise some means by which all the pupils of a class may use the numeral frame at once, without the expense of buying one for each. The 'machine' is nearly ready for use, and the readers of the *Teacher* shall have the results of its working in due time,—that is, if they are worth giving.

QUERY.—Will some one of our readers explain how a board 4 feet long and 3 feet wide contains 12 *square feet;* or, in other words, how *length* multiplied by *breadth* produces *area?*

EDITOR'S DEPARTMENT.

EDITOR'S CHAIR.

School Government.—It must not be lost sight of that a system of rules does not constitute school government: it only lays the foundation. Every thing connected with the school: the building,—its location, appearance, adaptation, size, means of warming and ventilation, arrangement for lighting, *all* the internal arrangements; the manner of classifying, and of conducting recitations; the methods of teaching; the *personnel* of the teacher, and his every act and look; the extra or miscellaneous exercises; the health and comfort of pupils and teacher; the kind of sports or recreation, and the manner in which they are conducted; the neatness of the room; in brief, each and every thing connected with the school has more or less to do with the government, either for good or evil. The teacher of judgment and tact will use all instrumentalities, so far as he can control them, to the best advantage, and make every thing aid in accomplishing the desired end. If we desire to accomplish an end, we must use the means.

Iowa Instructor.

Anecdote of Mr. Fields.—Mr. J. T. Fields, of the firm of Ticknor & Fields, publishers, of Boston, is reputed to have a wonderful memory and knowledge of English literature. The *London Review* tells this anecdote of him:

One day, at a dinner-party, a would-be wit, thinking to puzzle Mr. Fields and make sport for the company, announced, prior to Mr. Fields's arrival, that he had himself written some poetry which he intended to submit to Mr. Fields as Southey's. At the proper moment, therefore, after the guests were seated, he began: "Friend Fields, I have been a good deal exercised, of late, trying to find out in Southey's poems his well-known lines running thus [repeating the lines he had composed]. Can you tell us about the time he wrote them?" "I do not remember to have met them before," replied Mr. Fields, "and there were only two periods in Southey's life when such lines could possibly have been written by him." "When were those?" gleefully asked the witty questioner. "Some where" said Mr. Fields, "about that early period of his existence when he was having the measles and cutting his first teeth; or near the close of his life, when his brain had softened and he had fallen into idiocy. The versification belongs to the measles period, but the expression clearly betrays the idiotic one." The questioner smiled faintly, but the company roared.

Boston.—The number admitted to the Girls' High and Normal School in Boston, from 1852 to 1861 inclusive, was 1064; the number graduated, 356, or near 30 per cent. Of the graduates 316 became teachers. W.

FREE SCHOOLS were established in Boston in 1635, five years after the first settlement: Harvard College was founded the next year. Free schools were established in Rhode Island in 1791.

MARRIED—In Chicago, Dec. 28, 1865, by Rev. H. N. Bishop, D.D., Mr. B. R. CUTTER, Principal of the Washington School, and Miss LIZZIE A. NOYES, Assistant in the Skinner School.

So WE GO.—M. Tabor, Esq., for many years a successful practitioner of the art pedagogic in Illinois, more recently the energetic general agent for the publications of E. H. Butler & Co., has removed to Menasha, Wisconsin, where, as one of the firm of Andrews, Tabor & Underwood, he is now engaged in the manufacture of 'Children's Cabs, Carts, Hand-Sleds, Log-Cabins, etc., etc., etc.' (so their card hath it. The readers of the *Teacher* will be doing a good service to the little folks by inducing dealers in the above articles in their vicinity to order their stocks from the aforesaid firm: they thoroughly understand the wants of children, and are prepared to supply them. N.

"THE SNAKE IT WAS THAT DIED.—

A jolly old toper was walking, one day,
From the grocery home, o'er a broad open field;
Though dirty his face, his heart it was gay,
While thinking of pleasures his bottle would yield.

So singing he went, though his toes, every one,
Protruded far out of his ragged old boot;
But, screaming and cursing, he started to run,
As a rattlesnake fastened his fang in his foot.

His hut was soon reached, and his story was told.
His wife wrung her hands, and the neighbors came in,
And he, never ceasing to drink and to scold,
Soon was drunk, and as well as he ever had been.

Then, leaving the patient, the neighbors went out,
Each armed with a cudgel, to look for the snake;
And, after a few minutes' searching about,
Found him,—dead as a stone and stiff as a stake!

A NEW WAY OF STATING THE CASE.—A writer in the *Chicago Post* thus describes the sequel to a public banquet which he attended: "The next morning the judge of the police-court sent for me. I went down, and he received me cordially. He said he had heard of the wonderful things I had accomplished at Bryan Hall, and was proud of me; I was a promising young man, and all that. Then he offered a toast: 'Guilty, or not guilty?' I responded in a brief but eloquent speech, setting forth the importance of the occasion that brought us together. After the usual ceremonies, I loaned the city ten dollars."

WITH an untruthful boy, trust him but with eyes open, and you do much to make him truthful.

LOCAL INTELLIGENCE.

MERCER COUNTY.—In population Mercer may not be the largest county in the state, but she can boast an intelligent and liberty-loving people. Her territory is dotted all over with churches and school-houses, which are the true indices of her intelligence. During the late war she sent as many of her sons to the battle-field, according to her population, as any other county in the state. In a word, she is *intensely* loyal.

The Mercer County Teachers' Institute was held at Aledo, commencing November 27th, and continuing through the week. We had the pleasure of being present most of the session. The meeting was a success, because the teachers in attendance *willed* to have it so. Much credit, however, is due to S. B. Atwater, who has just been elected County Superintendent, for the timely efforts in arranging for this meeting. And with such colaborers as Messrs. Swafford, Harroun, Livingston, and others, we cease to wonder that the meeting should pass off with so much enthusiasm. By the way, three of the above-named gentlemen—Atwater, Harroun, Livingston—have been down in 'Dixie' the last three or four years, *educating* their *Southern brethren* at the point of the bayonet and sword. They performed their duty bravely *there*, and now they have returned, covered with the honors of war, to battle with ignorance and its allies at home.

Mr. A. M. Gow, formerly of Rock Island, now, we believe, of Chicago, was present, and gave a lecture on the 'Relative Duties of Parents and Teachers'. The subject was handled in a masterly manner. The Word Method was brought before the institute, and was well presented. But we are of opinion that the system is unsound and false in philosophy. Teachers, like politicians, are fond of *hobbies;* and *some times* they ride them *to death.* Some are in favor of teaching the child the alphabet *first;* others prefer the word method or the phonetic system. The three methods in conjunction may be employed with advantage by the judicious teacher. At any rate, the child must not be left to grope his way in darkness, guessing what this word or that may be from its size and appearance. Principles must be taught. Especially the *sounds* of the letters must be early considered. Examples can be given where most excellent teachers have failed by adhering exclusively to the word method.

Although we had a good meeting and well attended, yet I was sorry to note the absence of teachers whom I had formerly met at those gatherings. Some schools, I believe, were in session in plain sight of the building where the institute met; and I learned that the cause of the absence of many was the unwillingness of directors to have the schools dismissed. This ought not to be. Without exception, the schools are the losers. Can not a law be passed *compelling* the closing of the schools and the attendance of teachers on such occasions? We commend this suggestion to the law makers.

One thing, in particular, I would not forget to mention: I refer to the festival, given, I think, by the scholars and patrons of J. E. Harroun's school, under the immediate supervision of Miss Angie Collier and another lady, whose name I do not remember. These ladies proved conclusively, to the satisfaction of the *stomach* of every one present, that they were qualified for *other duties* besides teaching.

Mercer is a noble county, and has her full share of eminent teachers. Long may we cherish the remembrance of the teachers and friends of Mercer county.

LOMBARD UNIVERSITY, JAN. 1866. J. V. N. STANDISH.

POPE COUNTY.—We are glad to receive the following:

Editor of the Illinois Teacher—Dear Sir: It gives me great pleasure to write to you in regard to our schools, and particularly of the organization of the Pope County Teachers' Institute.

The Teachers' Institute of Pope county, Illinois, held their first semi-annual meeting on December 27th, 1865, and continued during the 28th. Meetings had been held in September and October last, and the institute organized by adopting a constitution and code of by-laws for their government. Twenty-eight members were enrolled—eighteen males and ten females. A deep interest was manifested, and had it not been for the very bad weather, a very large attendance would have been had; but the members present went to work determined to do something. The semi-annual address of the President, Wm. V. Eldredge, though lengthy, was listened to with deep interest throughout, and was fraught with important and useful information to the profession. The principal points were—that a correct education is as easily acquired as an erroneous one; that no time is too soon to commence the work; and that the instructor himself must be instructed, and must have a thorough knowledge of the work he is engaged in, and also of the nature, wants and capacities of the minds intrusted to his care.

The essay of Mr. James T. Baker on Arithmetic was an earnest and excellent production. A number of other excellent essays were also read, and the history and present condition of our schools, by the County Superintendent, was received with great satisfaction.

A premium-list was made up for the first and second best sets of treasurers' books, also of directors' books and teachers' schedules.

The institute was a success, and will be productive of great good. The next meeting will be held on the 11th and 12th days of July, 1866.

THEODORE STEYER,
GOLCONDA, JAN. 11. County Superintendent of Schools.

CHAMPAIGN COUNTY.—The Champaign county teachers are alive, and trying to stir. They held an institute in Champaign City, upon the 8th and 9th of December, which proved to be quite a success. Mr. T. R. Leal, County Superintendent of Schools, and a member of the State Board of Education, held over as president from a former meeting and took the chair. The day sessions were principally devoted to drill exercises upon the common branches taught in our schools, and the evenings to essays and discussions. Special attention was given to primary instruction. The Word Method of teaching reading drew out a very warm discussion and much telling of experience. Some had finely succeeded, others wholly failed,—the difference probably owing to the teachers themselves and their manner of presenting it. What do others say?

Essays were read as follows: by Miss Osgood, on How to make school pleasant; Miss Craig, on All work and no play makes Jack a dull boy; Mr. Haven, on Self-Education; Mr. Burrill, on The Philosophy of Teaching; and Mr. Coffeen, on Some Little Things;—each of which had a professional ring.

Among the resolutions passed, one recommended the *Illinois Teacher* to the patronage of all interested in schools.

Taking all in all, a good work was done, and we parted feeling that an increased interest in the meetings would usher in a new dawn upon the educational cause with us. Mr. Leal was reëlected President. T. J. BURRILL, Secretary.

PIKE COUNTY.—We are much obliged to Mr. Boltwood, of Griggsville, for the following:

Mr. Edwards,—Dear Sir: Knowing, by editorial experience on the *N. H. Teacher* in days gone by, that 'local items' are some times acceptable, I send you one or two for the *Teacher*.

The Pike County Teachers' Association, whose meetings were suspended for two years during the war, has been revived. Successful meetings have been held at Pittsfield and at Perry, and the subject of a County Institute is under consideration. Mr. Jon Shastid, of Perry, is President of the Association.

The large and costly school-house at Pittsfield is not yet completed. Probably no town of equal size in the county has expended so much upon a school-house. When complete, it will accommodate about 1,000 pupils, and cost about $55,000.

Pardon one personal item: Henry L. Boltwood, late of the Oliver High School, Lawrence, Mass., has recently taken charge of the public school in Griggsville.

Wishing you success in your editorial work, and heartily sympathizing with you in its unrequited labors and anxieties, Truly yours, HENRY L. BOLTWOOD.

CHICAGO.—At the last meeting of the Board of Education, the Superintendent, J. L. Pickard, Esq., reported the whole number of pupils enrolled in all the public schools for Dec. 1865, to be 16,074, being an increase of 1,296 over the corresponding number for Dec. 1864; the average daily attendance for the same time was 13,104, being an increase of 1,989. To provide for this addition of nearly 2,000 to the daily attendance upon her schools, the city has furnished no accommodations, by way of erecting new school-houses or materially increasing the capacity of old ones. As a result, there is hardly a school-room in the city that is not injudiciously and injuriously overcrowded, while there are hundreds of children who are debarred from school privileges because there is no means of instruction afforded. Such a condition of things can not but be considered a reproach to the city. It is a sad commentary upon Chicago, who proudly and justly boasts of being the commercial and business centre of almost a continent, who counts her wealth by hundreds of millions, for whom no undertaking which shall increase her financial or business prosperity is too great, that her common schools, the fountains whence emanates that intelligence which lies at the basis of good society and good morals, are not sufficient to accommodate her children. Other cities, with but a small part of her material prosperity, consider money wisely invested for educational purposes until there are not more than from 45 to 55 pupils per teacher in their public schools; but this city sees the number reach 70, or even more, per teacher, and the school-rooms overflow so that her children run the street for an education which fits them for her reform-school, the jail, and the penitentiary.

The last session of the Institute in this city was held a week earlier than usual, for the purpose of affording the teachers an opportunity of listening to a lecture on Elocution, by Prof. Mark Bailey, of Yale College. The lecture was pertinent to the subject, pointed, and abounded in happy illustrations of the subject. To listen to the instructions of such a master as Prof. Bailey is a privilege rarely enjoyed, and for those disposed to profit by his teachings there is instruction beyond measure.

By a series of exhibitions, the Foster School has just purchased for its use a $750 piano. The instrument—a celebrated Steck piano—is of fine finish and superb tone. It is considered the finest yet in the public schools of the city. W.

BELLEVILLE.—We clip the following from a late number of the *N. Y. Teacher:*

We are permitted to present to our readers a few extracts from a private letter, which we commend to the careful consideration of our readers, in the hope that communities in our own state may 'go and do likewise'. The salary of the principal has been increased to $1,200. Our friend says:

The first public-school building ever erected in this city has been built this season. It is a substantial brick building capable of accommodating between 500 and 600 children.

It will be completed within a few weeks, and will cost nearly $20,000, exclusive of the grounds, which comprise one whole block.

A second house will be built another season similar to the one now nearly completed.

Thus you see we have taken a step in advance. Our schools have heretofore occupied rented buildings, which in many cases were little adapted to the wants of a school.

Our citizens, many of whom seven or eight years ago were much opposed to the Public Schools, are now with scarcely an exception much attached to them.

Now there are not a dozen votes cast in opposition to the proposition (annually submitted to the tax-payers) for the levying of a tax for the support of the school for more than six months in each year; whereas, less than ten years ago nearly one half of the votes cast were in opposition to the proposition for the extension of the school term.

DECATUR.—We cut the following from the *Decatur Gazette:*

High-School Examination.—The examination at the High School took place on Thursday last, and gave great satisfaction to the visitors. We were unable to be there in the forenoon, and were only present an hour in the afternoon, during which we listened to the examination of a class in geometry, and heard some really fine reading, the latter being conducted by Miss Baker. The class in geometry gave evidence of careful study, demonstrating the propositions given them with rapidity and accuracy. We were particularly pleased with the proficiency exhibited by Miss Emmaretta Williams, who demonstrated the beautiful Pythagorean theorem, "The square described on the hypotenuse of a right-angled triangle is equal to the sum of the squares described on the other two sides." Miss Lizzie Trull and Mr. Allison also deserve especial praise for the ready manner in which they answered the difficult questions propounded. The class in reading showed marks of correct training, and evidenced the fact that their teacher is fully alive to the necessity of curbing the tendency toward rapid enunciation, which is so common among children, and which detracts so much from the beauty of reading. The specimens of concert reading we heard were truly excellent, as also were those of reading in a whisper.

We are sorry that we could not be present during the entire day, but from what we heard while there, we feel safe in saying that our High School is well conducted, and is an institution of which our citizens may well be proud.

NOTICES OF BOOKS, ETC.

A LATIN READER. By Albert Harkness, Brown University. New York: D. Appleton & Co. 1865.

This book, just published, is intended to be used from the first in connection with Harkness's Latin Grammar, by those beginning to study Latin. On the first pages are words in different forms, either alone, or combined so as to form phrases and simple sentences, which beginners will find of great use while studying the Etymology of the Grammar. Then follow detached sentences with copious references to the Syntax of the Grammar, so arranged that each new topic has abundant illustrations, while all the knowledge already gained is constantly called up. Then follow Fables, Mythology, Anecdotes, and Extracts from History, with frequent references to the Grammar all the while. Many of the features of this book are similar to those of Andrews's Latin Reader, so long the favorite book with teachers; but the references are to Harkness's Grammar, which, as we have said before, we consider the best grammar extant for those fitting for college. As almost all our colleges require candidates for admission to pass an examination in a larger part or the whole of Cæsar, and as the preparatory course in most high schools and academies is but three or four years, we should have been glad to find, in stead of the last forty pages, the First Book of Cæsar, with such notes as Mr. Harkness would give if he should make the attempt.

WALTON'S MATHEMATICAL TABLE: with Key giving directions for using and answers to problems.

This consists of a card covered with a series of numbers, lettered and numbered for easy use in the school-room. By means of it a wonderfully large number of problems in the simple rules of Arithmetic can be solved, with no farther labor to the teacher than simply to compare the pupil's answer with the correct one. Its

use is easily learned, and with one in the hands of each pupil a great deal more of labor can be secured from pupils in a given time than by the methods usually practiced. W.

THE SUNDAY-SCHOOL TEACHER. Vol. I, No. 1, 32 pp. $1.50 per year. Adams, Blackmer & Lyon, Chicago.

A neat monthly, devoted to Sabbath-School interests. Its board of editors comprises five of the clergymen of Chicago, representing as many denominations. The first number contains a fine map of Bible Lands. This magazine is calculated to be of great use to those interested in Sabbath-Schools, and all students of the Bible. W.

EATON'S QUESTIONS ON THE PRINCIPLES OF ARITHMETIC. 12mo., 47 pp. Boston: Taggard & Thompson.

These Questions are calculated to test the learner's familiarity with the principles of the science. They are adapted for use with any text-book. For teachers who wish aid in securing questions for class exercise, or examinations, and for students who would like a good opportunity to test their own scholarship, they will be of great value. W.

COMPANION POETS FOR THE PEOPLE: Illustrated. *Humorous Poems* by Oliver Wendell Holmes. Boston: Ticknor & Fields.

Another volume of the Companion Poets has just come to hand. We don't know where one can get more of the material to make laughs from, for the same money, than by purchasing this neat (of course it is neat if it comes from Ticknor & Fields) little volume for 50 cents. The illustrations are more than good, they are capital, as funny as the poems. We will warrant that five minutes' reading the book will make you laugh, even if the scholars have seemed dull, and acted as if they were possessed, all day, in school.

DESCRIPTIVE AND ILLUSTRATED CATALOGUE: Containing Plans in Perspective of Colleges, School-Houses, etc., and Suggestions relative to their Construction, Heating, and Ventilation. By G. P. Randall, Architect, Chicago, Ill.

All who have any thing to do with the building of school-houses will do well to send for this Catalogue. If they wish to employ an architect, they will hardly find a better than Mr. Randall; besides this, we are sure they will find him a very pleasant man to deal with. School directors often think to save money by making a plan themselves, or leaving that to some third-rate carpenter, who is going to put up the building for them, and almost always a building poorly adapted to their wants, or badly ventilated, is the result. Such a course is as foolish as not looking before you leap.

OUR YOUNG FOLKS.—Do the children in your schools take 'Our Young Folks'? If not, start a subscription-list yourself, and see if you can not interest your children in it. The magazine is attractive in appearance, and full of just the things that children ought to read and like to read. Many a teacher has felt that he could do much more for his pupils if he could control their acts outside of school, could direct their amusements and select for them the books that they should read. This magazine in every family would prove a valuable ally of the teacher; for it wakes up the children wonderfully, and, so far as we know, during its first year no one has had a word of fault to find with it, while its praise is heard continually, and all the little ones who 'take it' are in ecstasies when it comes from the post-office. We can not be too much interested in providing good reading for the young. We were in a wholesale book-store a few days ago, and saw piled up on the counter some five or six thousand of Beadle's Dime Novels! We could not but wish that the place of these might be filled by copies of 'Our Young Folks' or of the 'Companion Poets'. Messrs. Ticknor & Fields deserve all the money they make from their publications, and hearty thanks besides from all who are interested in young people.

SCHOOL HYGIENE.

MUCH excitement prevails at present in anticipation of the spread of that fearful scourge, Asiatic Cholera. . . . It can not be expected that the public authorities can descend to details, and see that every pestilence-breeding subject is removed. Much must be done by the labors and attention of every citizen: it is a matter which touches the welfare of us all.

But amid all our sanitary precautions, public and private, there is one interest which may possibly—nay, will be very likely to—be overlooked: the proper care of the school-house and school-grounds. The cholera, and in fact every disease, is most prevalent where human beings are crowded together in apartments, without proper regard to cleanliness, pure air, and sunlight. Hence, the great tenement-houses in cities invariably furnish a much longer list for the bill of sickness and mortality than any other class of dwellings.

In our schools almost the entire population between the ages of five and twenty-one years are congregated from six to ten months in the year, during the school-going hours. In view of these facts, is there sufficient attention given to the sanitary condition of school-buildings and -premises? Is cleanliness one of the crowning merits? Are the rooms well ventilated? Are the out-buildings well cared for? Is the air that circulates about the premises pure? These are questions that should at all times claim the care and consideration of parents, but especially now when we are threatened by one of the most fearful scourges that has ever afflicted humanity.

Exhalations from the skin, and the impurities thrown upon the air by breathing, are sources of filth in a crowded school-room which, from being imperceptible, are often disregarded. These impurities, however, always exist. They settle down upon the seats, the desks, the walls and ceilings, and always manifest their presence by the rank odor which is found on opening a room that has been closed for a few days. The carbonic-acid gas, exhaled by the lungs of all animals, is always accumulating in a school-room filled with pupils, and is a constant source of derangement to the vital energies of all that are obliged to breathe it. There is constantly accumulating upon the school-grounds rubbish and filth.

How can the condition of school-premises be improved? A little labor and expense rightly directed will accomplish the purpose. Cut out the branches of the trees and remove such obstructions as too much shut out the sunlight. Paint or whitewash the out-buildings and cleanse the vaults. Use a few loads of clean gravel, when needed, about the grounds, and scatter unslacked lime freely. Scrub the school-rooms and use soap and water upon the furniture. Repaint the finished work, and give the walls and ceiling frequent coats of whitewash. If no means of ventilation have been provided, knock a hole in the smoke-flue near the floor of the room, and fit a register for the escape of the impure air. . . . . S. P. Bates.

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The Little Corporal.—The Pittsburg *Christian Advocate* says: "The best paper for children, published in this great country of ours, is *The Little Corporal*. It is a gem in the catalogue of monthlies."

Forney's Philadelphia *Daily Press* says of it: "*The Little Corporal is destined to become the great children's paper of America.*"

We can not say too much in favor of this beautiful paper.—Bryan (O.) Press.

It is, without doubt, the best and cheapest children's gazette published any where.—Marshall (M'n) Statesman.

The Little Corporal.—Though modestly calling itself by a subordinate title, it is really a very Major General among children's magazines.—Chenango Telegraph (Norwich, N. Y.)

The Little Corporal is the most interesting and instructive monthly in the Union.—Louisville Dem.

The Little Corporal is universally admitted to be the best juvenile paper now in existence.—Dubuque Daily Times.

It strikes the right key, and is admirable — neither heavy nor silly, but simple, fresh, buoyant, and earnest.—Adams (N. Y.) Visitor.

Its influence for good can never be estimated.—Grand Haven News.

Indeed, there is no paper of the kind published that approaches it as a juvenile journal.—Poughkeepsie Daily Press.

It is the cleverest thing of its kind yet realized in America.—Roxbury (Mass.) Journal.

The Little Corporal.—Certainly we have seen nothing in the shape of a child's paper which could compare with this which comes to us from over the prairies.—Portland (Maine) Daily Press.

The Little Corporal is conducted with a great deal of tact, taste, and care. Either this paper or *Our Young Folks*—and it would be hard to choose between them—would prove a welcome present for the children.—The Nation.

It should be in every household.—N. Y. Teacher.

It is now, as it has been, *the* child's magazine of the country.—Norwich (N. Y.) Telegraph.

The brave, beautiful and good *Little Corporal* conquers all.—Vermont State Journal.

The best evidence, after all, that he suits the young folks is, that they hardly get through the reading of one number before they begin to inquire "When will *The Little Corporal* come again?"—Portland (Maine) Price-Current.

The Little Corporal is at hand. There never was a better paper printed for children. We should desire no better monument to leave behind us in the world than the gratitude of the little folks who read this paper, all the way from Maine to Oregon. —Bloomington (Ill.) Pantagraph.

It is a gem. Chaste, elegant and excellent in its every department.—Lancaster (Pa.) Republican.

After a careful examination, we can cheerfully say of *The Little Corporal* that it deserves all the praise that has been lavished upon it by the press every where.—Philadelphia Episcopal Recorder.

The Little Corporal for one year will do the children more good than a quarter's schooling.

The above are only a tithe of the many beautiful notices our young soldier has received.

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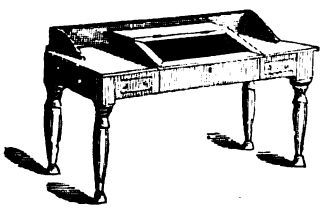
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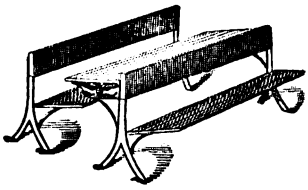
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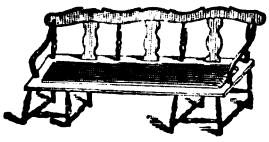
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PRIMARY INSTRUCTION. ITS OBJECT.

THE object of instruction is so to develop all the faculties of the child's nature that each shall, to its proper extent, unite in forming the future character of a noble manhood. The success of a man in procuring the necessities, the comforts or the luxuries of life is measured by his ability to foresee the results of a certain policy in business, his shrewdness in calculating chances, and his diligence in his occupation. In society, a man's influence depends not so much upon what he knows as upon a power so to express his knowledge as to gain the confidence of others. It would not be difficult to find men of wealth, influence, and power, who have had almost no training whatever in the books used in schools; while, on the other hand, there are many who are well taught in all the studies of even the academy and the college who never rise above the masses around them.

This difference in men arises not so much from the amount of their knowledge as from what they are; not so much from the extent and variety of their resources as from their ability to use them. It is not what has been imparted from without, but what has been developed from faculties already existing within, that fixes the future ability of the man.

Not bearing sufficiently in mind the true object of education, teachers are some times apt to consider their mission to be to impart, however mechanically, certain information to the young mind. The mind is regarded in the nature of an open vessel whose inner surface is covered with some adhesive substance, and the problem is to fasten the largest number of objects within. The teacher who puts the most there, *and makes them stick*, solves the problem best. The success of the solution depends upon the adhesiveness of the coating and the strength of the operator to crowd the largest number of objects into a

given space. There they are, crammed together and jostled between each other; and the wonder is how so small a surface can contain so much, as well as how so much can be put there.

It may be that this is an extreme case; but it will serve to illustrate my idea, that there is a mechanical tendency which too often characterizes primary instruction. The childish intellect is treated as a plastic substance upon which the teacher is to leave certain impressions, rather than as a living germ capable of expansion, with a necessity for proper nourishment which it may appropriate in its growth. Each particle of food that is given to the young plant loses its identity. It is, in the process of vegetable chemistry, changed in its character, and, uniting with other portions, forms different substances, each needed in the growth of the perfect tree. In the development of the mental germ, the childish intellect, there is the same need that proper nutriment be supplied with care, and always with regard to the production of a definite result. The problem is so to train up the inborn faculties, so to educate the mental powers, that they combine in their growth to form, as far as we shall be able to produce the results, the strength, the beauty and the excellence of a perfect character.

At different periods in the process of mental growth, different faculties are more active. Every careful observer of children has noticed that their first intellectual want is to know about things which are the object of sense; their ruling trait is an eager curiosity so strangely shown in a continual questioning of others. They do not trouble themselves to ask the causes of what they see, or reason out results from certain given conditions. Ability to do these things comes with the progress of later years. Accepting this fact of mental philosophy, how may it be applied in our calling.

I answer, by taking mind as it is constituted by the Creator, and by an earnest effort to bestow right culture upon its faculties as they appear in the order of nature. Here it may be remarked that each faculty is active, reaching out to the world outside, and the teacher's office is to give right direction to its inclinations. An unduly rapid development must not be forced, nor should any means be used which will delay or deaden the natural rate of progress. The amount of stupidity produced in the school-room can not be accurately estimated; but an intelligent observation of the unnatural methods, the forcing processes and distorting practices used there, will at once pronounce it no small amount. The precocious child is urged forward indiscreetly, and before the mind has reached maturity it has been blasted by the fires which have burned within itself, and the result is a dwarfed and in some cases almost a powerless intellect. The hidden talent of a dull

pupil is some times buried still deeper by the useless lumber of some meaningless formula or tiresome routine, frequently having more sound than sense.

To the child every thing should have a meaning. There is a childish comprehension, and in the school-room every thing should, if possible, be brought within its power. In reading, words may be pronounced readily which are in themselves meaningless. Where is the mental development in this ability? Suppose a pupil able to pronounce a whole sentence of some dead language: Is he any wiser for it? Has he learned a new thing, or gained a new medium for expressing his thoughts or feelings? Has he a stronger mind? So it may be with whole pages. The amount of valuable information gained from the primary lessons in reading-books is surely not worth the time spent in poring over them. The benefit gained is in the mental training to understand the full meaning of the lesson, and the formation of habits of careful investigation, which will be of service in future years. The mere calling of words, which is so much practiced in the reading-exercise, dulls the keenness of the intellect, and dwarfs its powers because it does not strengthen them. It is the origin of the taste for light reading, which is the ruling passion with so large a number of our people, and which is the just measure of their intellectual strength. The beauty and power of language can be appreciated only by study; and the reading-lesson, which has for its object the study of these things and the ability to fully express the ideas of the author through the medium of the living voice, is the proper place for this study. There is more real mental power gained in the thorough mastery of a single passage than in running over whole pages in the manner frequently adopted.

In commencing the study of Arithmetic there is a comprehension by the pupil which should never be overlooked. With how many children is the operation of counting a mere form, a repetition of words which has no significance. How many think that *two* is the name given to the second object rather than to its combination with the first, and so on. In repeating the tables, how much mental effort or culture is there in going over them forward or backward; or how much does the child understand the meaning of the dull routine through which he goes? If, by lapse of time and dint of perseverance, he becomes familiar with them, it is because they have been crammed into him,—a sort of dwarfing mental torture, rather than a mastery of the meaning of the terms used and a working-out of the results reached by the mind's own effort. In the use of the numeral frame and familiar objects, a visible illustration is afforded of the results reached, and

then the mind will easily pass to a clear conception of the abstract form. After this the repetition of any table is a dull monotony, for the pupil masters the idea and, should he forget the result, he has the ability to work it out himself. It is the ability to do this which will make the thinking, influential man in after years. The future manhood of society is in the teacher's hands, and his conduct toward those in his care should be directed to its elevation. W.

LEARNING BY ROTE.

[From an article in the English Journal of Psychological Medicine (vol. xii.) on 'The Artificial Production of Stupidity in Schools'.]

We are convinced that a very large proportion of the stupidity now existing in the world is the direct result of a variety of influences, educational and social, which operate to the prejudice of the growing brain, either by checking its development altogether, or by unduly stimulating the sensorium at the expense of the intelligence. In the former case general obtuseness is the result; and in the latter, subjugation of the reasoning powers to the sensations and emotions. We are entitled to think these conditions strictly artificial, and to look upon them as distortions, analogous, in some respects, to the physical distortions of Hindoo fakirism. . . . Upon testing the educational customs of the present day by even the most elementary principles of psychology, it becomes apparent that a very large number of children receive precisely the kind of training which has been bestowed upon a learned pig. There are scarcely any school-masters who have in the least degree studied the operations of the development of mind (indeed, it is only within a very few years that this study has borne any fruit of great practical utility); and those who have not done so can not realize the existence of a kind of learning which is sensational alone. . . . . The first impressions made upon the consciousness of a child have a strong natural tendency to expand themselves through the sensorium, and usually do so unless directed higher by the manner in which they are produced and maintained. For the purpose of such direction, *time* is an element of the first importance; and the idea which would be grasped by the intelligence after a certain period of undisturbed attention will excite the sensational faculties alone if that attention be diverted by the prema-

ture intrusion of something else that solicits notice. . . . . In schools, however, under the stern pressure of the popular demand for knowledge, it is an extremely common practice to accumulate new impressions with greater rapidity than they can be received. The work laid down can often only be accomplished by means of the promptitude that is a chief characteristic of instinctive action. The child who uses his sensorium to master the sounds of his task uses an instrument perfected for him by the Great Artificer. The child who uses his intelligence must perfect the instrument for himself, must grope in the dark, must puzzle, must catch at stray gleams of light, before his mind can embrace the whole of any but the simplest question. The former brings out his result, such as it is, immediately; the latter, by slow degrees, often first giving utterance to the steps by which he is reaching it. The former is commonly thought quick and clever, the latter slow and stupid; and the educational treatment of each is based upon this assumption, widely as it often is at variance with the facts. The child whose tendency is to sensational activity should be held back, and be made to master the meaning of every thing he is allowed to learn. He is usually encouraged to remember sounds, is pushed forward, is crammed with words to the exclusion of knowledge, is taught to consider himself a prodigy of youthful talent. The child who tries to understand his lessons should be encouraged, praised, supplied with food for thought of a kind suited to his capacity, and aided by a helping hand over the chief difficulties in his path. He is usually snubbed as a dunce, punished for his slowness, forced into sensational learning, as his only escape from disgrace. The master, in many cases, has little option in the matter. Children are expected to know more than they have time to learn; parents and examiners must have show and surface,—things only to be purchased at the expense of solidity and strength. A discreet teacher may often feel sympathy with the difficulties of a pupil; but the half-hour allotted to the class is passing away, the next subject is treading upon the heels of the present, and the child must complete his task like the rest; and so a budding intellect may be sacrificed to the demands of custom.

Among the children of the educated classes the circumstances of domestic life usually afford to the intelligence an amount of stimulus which, if not of the best possible kind, is at least sufficient to compensate in some degree for the sensational work of the school. . . . But, for the most part, the children of the poor have grown up like wild animals, excepting for the advantage of an occasional beating; and their nervous centres have received few impressions unconnected

with the simplest wants of existence. Coïncidentally with an entire absence of intellectual cultivation, they usually display a degree of sensational acuteness not often found in the nurseries of the wealthy, and arising from that habitual shifting for themselves in small matters which is forced upon them by the absence of the tender and refined affection that loves to anticipate the wants of infancy. They go to school for a brief period, and the master tries to cram them with as much knowledge as possible. They learn easily, but they learn only sounds, and seldom know that it is possible to learn any thing more. In many cottages there are children who, as they phrase it, 'repeat a piece' at the half-yearly examination. We say, from frequent experiments, that they will learn for this purpose a passage in any foreign language as easily as in English; or that they will learn an English paragraph backwards if told to do so; and that in neither case will any curiosity be excited about the meaning of the composition. . . They do not usually understand what 'meaning' is. An urchin may be able to say correctly that a word pointed out to him is an adverb or a pronoun, may proceed to give a definition of either, and examples of instances of its occurrence, and may produce an impression that he understands all this, when the truth is that he has only learned to make certain noises in a particular order, and when he is unable to say any thing intelligible about the matter in language of his own. Or he may repeat the multiplication-table, and even work by it, saying that seven times eight are fifty-six, without knowing what fifty-six is, or what seven times eight means. He knows all about seven or eight, not from schooling, but from the lessons of life, from having had seven pence or eight marbles; but of the fifty-six, which is beyond his experience, he knows nothing. The nature of the mental operations of such children is, perhaps, as little known to the teacher, to the vicar of the parish, or the kind ladies who take an interest in the school, as the nature of the mental operations of the inhabitants of Saturn. . . . .

The best recorded illustration of such sensational learning is given by the Rev. Mr. Brookfield, H.M.'s Inspector, in his official report for 1855–6. Mr. Brookfield called upon two children, aged about eleven years, 'who did their arithmetic and reading tolerably well, who wrote something pretty legible, intelligible, and sensible, about an omnibus and about a steamboat', to write down the answers of the Church catechism to two questions. It must be observed that they had been accustomed to *repeat* the catechism during half an hour of each day in day-school and Sunday-school for four or five years; and the following is what they wrote:

"My duty toads God is to bleed in him to fering and to loaf withold your arts withold my mine withold my sold and with my serenth to whirchp and to give thanks to put my old trast in him to call upon him to onner his old name and his world and to save him truly all the days of my life's end."

"My dooty tords my nabers to love him as thyself and to do to all men as I wed thou shalt do and to me — to love onner and sake my father and mother — to onner and to bay the queen and all that are pet in forty under her — to smit myself to all my gooness teaches sportial pastures and marsters — to oughten myself lordly and every to all my betters — to hut no body by would nor deed — to be trew in jist in all my deelins — to beer no malis nor atid in your arts to keep my ands from pecken and steel — my turn from evil speek and lawing and slanders — not to civet nor desar othermans good but to lern laber trewly to git my own leaving — and to do my dooty in that state of life and to each it his pleas God to call men."

Again:

"They did promis and voal three things in my name first that I should pernounce of the devel and all his walks pumps and valities of this wicked wold and all the sinful larsts of the flesh."

Mr. Brookfield remarks very justly that the error is not a mere matter of spelling, not a phonetic expression of ideas that are understood, but that it involves absolute non-apprehension of the meaning of the passages. . . . .

We have already referred incidentally to a learned pig, and to the parallelism between its training and some kinds of human education. Persons familiar with the tricks taught to animals are aware that these may all be described as muscular actions performed each consecutively to its proper signal. On hearing the finger-nails of the master click together, the animal does something in obedience to the sensation: nods its head, or shakes its head, or stands erect, as the case may be. It has no idea that the nod is an affirmation or the shake a negation, and probably has no thirst for knowledge about the matter, being content to play its part correctly and escape the whip. In the case of children the medium of communication is different and the kind of response is different, but the faculty in action is commonly the same. The words of the pig's master are mere by-play, intended to amuse the audience, and the signal is conveyed by other sounds. The words of the human teacher or examiner — his questions, for instance — are the signals to the child, each requiring its appropriate answer; but, like the signals to the pig, they are aural sensations, capable, as such, of producing muscular action through the medium of

the sensorium alone. The responses of the child are in words — that is to say, in sounds that he has been taught, and that he remembers, but of which he need not understand one iota in order to repeat them, any more than the pig need understand the affirmative or negative character of its nod or shake. In the human species articulate speech is an act precisely analogous to locomotion, requiring the combined and harmonious working of several muscles and the guidance of sense, but in no way essentially connected with the intelligence; and the child may make the right noises in the right order, just as the pig does not nod its head when the signal requires it to be shaken. . . .

School teachers and managers seldom observe this, because they seldom look deep enough. They are mostly unacquainted with the complexity and extent of sensational operations in the young; they have scarcely ever been accustomed to analyze the acts of the mind, and they think they have probed the depth of intellectual consciousness before they have even approached the surface. Mass. Teacher.

THE GOOD SCHOOL-MASTER.

HAS any educational writer of recent date given a clearer or more comprehensive description of the good school-master than the learned, wise and witty historian and divine of the seventeenth century, Thomas Fuller? Hear him:

"There is scarce any profession in the commonwealth more necessary, which is so slightly performed. The reasons whereof I conceive to be these: First, young scholars make this calling their refuge; yea, perchance, before they have taken any degree in the University, commence school-masters in the country, as if nothing else were required to set up this profession but only a rod and a ferula. Secondly, others, who are able, use it only as a passage to better preferment, to patch the rents in their present fortune, till they can provide a new one and betake themselves to some more gainful calling. Thirdly, they are disheartened from doing their best with the miserable reward which in some places they receive, being masters to their children and slaves to their parents. Fourthly, being grown rich, they grow negligent, and scorn to touch the school but by the proxy of the usher. But see how well our school-master behaves himself.

"His genius inclines him with delight to his profession. God, of

his goodness, hath fitted several men for several callings, that the necessity of church and state, in all conditions, may be provided for. And thus God mouldeth some for a school-master's life, undertaking it with desire and delight, and discharging it with dexterity and happy success.

"He studies his scholars' natures as carefully as they their books; and ranks their dispositions into several forms. And though it may seem difficult for him in a great school to descend to all particulars, yet experienced school-masters may quickly make a grammar of boys' natures.

"He is able, diligent and methodical in his teaching; not leading them rather in a circle than forwards. He minces his precepts for children to swallow, hanging clogs on the nimbleness of his own soul, that his scholars may go along with him.

"He is moderate in inflicting deserved correction. Many a school-master better answereth the name *paidotribes* (boy-beater) than *paidagogos* (pedagogue), rather tearing his scholars' flesh with whipping than giving them good education. No wonder if the scholars hate the muses, being presented unto them in the shapes of fiends and furies.

"Such an Orbilius mars more scholars than he makes. Their tyranny hath caused many tongues to stammer which spake plain by nature, and whose stuttering at first was nothing else but fears quavering on their speech at their master's presence; and whose mauling them about their heads hath dulled those who in quickness exceeded their master.

"To conclude, let this, amongst other motives, make school-masters careful in their place—that the eminences of their scholars have commended the memories of their school-masters to posterity."

VALUE OF VOCAL MUSIC IN SCHOOLS.—I here introduce a fact which has been suggested to me by my profession, and that is, that the exercise of the organs of the breast, by singing, contributes very much to defend them from those diseases to which the climate and other causes expose them. The Germans are seldom afflicted with consumption, nor have I ever known but one instance of spitting blood among them. *This, I believe, is in part occasioned by the strength which their lungs acquire by exercising them frequently in vocal music,* for this constitutes an essential branch of their education.

DR. RUSH.

FALLACIES OF TEXT-BOOKS.—No. IV.

THE following extracts are taken from two prominent text-books on Natural Philosophy:

"When any portion of the atmosphere is heated, it becomes rarefied, its specific gravity is diminished, and it consequently rises. The adjacent portions immediately rush into its place to restore the equilibrium," etc. "When the sun shines over any particular spot on the earth, the air immediately over the warm ground is rarefied by the heat, and consequently ascends, while the surrounding air, being cooler and heavier, rushes in to supply the place which the warm air has left vacant."

Similar nonsense is found in almost every book that treats upon this subject. Even the action of the common pump is often explained in much the same way: we are told that lifting the piston makes a vacuum, and the water 'rushes up to fill it'. And very likely, not three pages away, we are told with a great flourish that the doctrine that 'Nature abhors a vacuum' is one of the dogmas of the silly ancients which modern science has exploded. Two very remarkable propositions or premises are assumed in the above extracts: first, that where bodies are made lighter, they feel an irresistible tendency to *jump up;* second, that when air (and some other bodies) finds a vacuum any where, it hastens to fill the 'aching void'. In view of these *principles*, one hardly knows whether to admire more highly the 'gay and festive' character of the attenuated body, or the extraordinary benevolence displayed by the substance that comes 'rushing in' to fill every gap.

Why can not these books tell their readers the simple truths, viz., that the light air rises because it is *pushed up*, just as a piece of cork rises in water, and that the heavier substance takes the place out of which it has driven the lighter, and does not simply show its kindness by filling a vacancy that already exists?

Of all the common fallacies in our text-books none seems to me more supremely silly and groundless, or more wide-spread, than this one; and it is the last one I propose to notice at present. In these articles I have said nothing about the fallacies in our Grammars. Paper is so costly just now that I dared not undertake it; but perhaps, when that article becomes cheaper and I have nothing else to do for a month, I may attempt even that task. H.

SCRAP-BOOK.

THERE is an instrument of usefulness and instruction that is overlooked by a large share of the people, that might be made one of much usefulness in the cause of education, if more generally adopted. I refer to Scrap-Books. Who, in reading papers, does not often come across scraps of information that, if preserved so as to be referred to, would be of great benefit,—such as origin of words and phrases, sayings of leading men and women, stories, etc.? As, for instance, When and where were handkerchiefs first manufactured? same of hats for men? the origin of skedaddle? Dixie? blanket? worsted? Yankee? bluestocking? etc. I have a friend, editor of an educational paper in Pennsylvania, who has a scrap-book 18 by 30 inches and 800 pages, containing over 5,000 pieces scrapped. He has also in pigeon-holes, alphabetically arranged, over 10,000 articles; and yet he is under 30 years of age. An ex-school superintendent, after a visit of a day in his sanctum, writes "I never spent a day so intelligently and usefully as the one I spent in your sanctum; and were I a young in stead of an old man, I should certainly do as you are doing, preserve scraps of information. Some which I found in your collection would have been of great usefulness to me in my public labors, for I there got items that I had much needed."

I have over 2,000 articles in my scrap-books, one of which fifty dollars could not buy. These scrap-books are a source of much interest to persons visiting here, whether they be teachers or others. Several teachers have exclaimed "I wish I had such a book as this!"

How can you get such books? I will tell you my way: others may have a better; if so, I should like to hear it. The books I have used were district-school records. I have cut out leaves occasionally, so that it would not spread the back to break it. Have an alphabetical index in the back part. I also have a box to put the articles in to keep till I have stormy or other days that I can scrap.

When I read papers I have a pencil, and if I see an article I want to preserve, mark it. After I am through with the paper, cut it out, and put in the box. When I get ready to scrap them in the book, I have a dish of good paste, a brush to spread the paste, a smooth board to put the article on to paste, a damp cloth to wipe paste from the board, a newspaper folded several thicknesses that I put under the leaf that I scrap on, so as not to wet other leaves. Several papers the size of or a little larger than the page, so as to iron the page dry after

the scraps are pasted on. This I put on and iron with a warm iron, first one side, then the other, till well dried. Do n't spread the paste too thick, and when you commence ironing on the top side, lift the paper to see that it does not stick; if it does, take another, and lay that aside till dry. I often find articles that were laid in the scrap-box that when I come to scrap I leave, because the item has become common, and therefore I do not need it. I have one book for stories and miscellaneous articles, one for agricultural, and one for educational articles. I also mix in choice pictures, such as the view of the Normal Institute, Central Depot of Chicago, Fruit, Animals, etc.

Could I get such books as I would like, I should get those about 18×30 inches surface, and about 200 pages, as this is heavy enough to lift, and in scrapping some times you want to put a whole page of a paper on. This makes it handier, and it is good to see the familiar face of the paper scrapped from, in such cases.

Now, friends, who would not like a good scrap-book, for reference, and as a source of instruction? If you want one, commence and make one. One can read the mind and taste of an individual by his or her scrap-book.

I have merely glanced at the benefits of scrap-books. Much may be said in favor of them; but I leave this for others to speak upon, or for other times.

Truly a friend of educational progression. E. S. PHELPS, Jr.

WYANET, BUREAU CO., ILL., JAN. 1, 1866.

THE PROS AND CONS OF OBJECT-TEACHING.

OBJECT-TEACHING combines two modes of developing truth: first, instruction by familiar lecture on the part of the teacher; second, thought or investigation induced in the pupil. These, undoubtedly, lie at the foundation of all successful teaching.

But instruction by lecture is the feature wherein the new system is specially different from the old modes of teaching. It disregards text-books, and the dry study of truth on printed pages. The ancient learning of lessons, often at the cost of vexation and tears, is removed, and the pupil is indulgently allowed to consider the teacher as a sort of encyclopædia of all things worth knowing. How far this method of instruction is carried in the course of education, how far the advocates of the system would wish it to be carried, I do not know. But if carried much beyond childhood, the practice would, doubtless, begin

to defeat itself. The remission of tasks, the pretty manner of instruction, and the idea of getting so much by working so little, would surely be highly agreeable to the restless class of pupils that attend our schools. It would also relieve the anxious parent, insuring him that the boy, who 'always has his own way at home', has the same, at least in a degree, at school. But despite these advantages, whether as much could be gained, the same progress made, the same positive result be made visible, as by using other methods, is very reasonably to be questioned.

The alternative is to cause the scholar to prepare a lesson in a text-book. This having been learned—memorized, if necessary,—the teacher will explain familiarly, adding facts, and shedding a new light on what the pupil, by hard study, may have graven on his memory. In this manner interest will be given of an abiding kind, and the pupil, in the course of study, will have made a substantial acquisition —one that he may call his own. The language of the instructor is, "Study this now until you know it. Hard work only will enable you to learn, and by such you will daily grow in knowledge and mental strength. If there is any thing you do not understand, come to me, and we will explain it together. If you have ideas of your own on the subject, do not hesitate to express them." Such would be the advice of the good teacher in whatever branch of study. It is not object-teaching; but it has a feature of object-teaching—an attempt to interest the pupil by awaking his mind, and evincing your desire for his progress.

That object-teaching is receiving so much attention is evidence that teachers are taking better views of education. In so far as it enlivens and enables the old and stale systems of stock teaching to take new forms, the agitation of the subject is beneficial. As a system, however, too much is perhaps claimed for object-teaching.

A practical objection will occur to every one—the disqualification of the majority of teachers to use the system. It is above them. It is too high a kind of instruction. It requires more available knowledge, tact, and experience, than most teachers can command. We are not all Arnolds or Manns. We may be useful as before, but can not attain to the independent instruction that object-teaching demands. But it is assumed, of course, that this is not an objection against the system, but against the present adoption of it. Besides, the very objection shows a want in American schools; a great want. The teachers, as a class, need to be advanced in ability and experience. Elevation is needed, both of the teacher and his position socially considered. Teaching is too much a make-shift—a stepping-stone for young men.

Change is the characteristic of our national life; and every man, with restless look, is anticipating high posts of honor or emolument. But this spirit of advancement is unfavorable to the production of great educators. Few great and good teachers will appear in such a state of things, and the tone of the class must be inferior. There is, however, an improved feeling on the subject. Education, as a profession, is advancing. Of this the discussion and partial adoption of object-teaching is proof. Educational Monthly.

TAUGHT BY OUR NEIGHBORS.

SOME curious facts are revealed by the statistics in regard to the young men called out to the conscription in France. In one of the departments it appeared that out of 100 young men, 21 years old, 64 can neither read nor write. In other departments the numbers range from 56 to 62 out of every hundred. In 27 departments the number of illiterate young men is more than a third, or certainly one-fourth. In 25 others it varies from a fourth to a tenth. In 10 it is less than a tenth. In the Meurthe and Bas-Rhin there are but four or five out of 100 young conscripts who can not read. In the Haute-Marne but three or four. In the Meuse and the Doubs but two or three. There are 86 departments in all, and Paris is in that of the Seine. Strasbourg is in the Bas-Rhin, and Besançon in the Doubs.

The Minister of Public Instruction has verified the figures, and he has offered a gold medal of the value of 200 francs to be given to the communal school-master in each department who shall be most successful in reducing the number of illiterate persons in the commune.

This is an illustration of the way in which things are done in France. In stead of a system which makes it the plain interest of every community to take care that its members are properly instructed, the Government offers a pitiful bribe to the village school-master.

But we have also a recent statement of the Condition-of-England-question, which is even worse than that of France. "Nowhere in Ireland", says a correspondent of the *New-York Times*, who is an Englishman, "have I seen the stupid, ignorant, hopelessly-demoralized people that are to be found here by thousands, and it would scarcely be an exaggeration to say by millions. Now a country with such a population needs a government more intelligent, more active, more powerful, more practical, than we have got in England. Twenty mill-

ions, out of thirty have not the pretense of self-government. They are unrepresented in Parliament; they are confessedly out of the pale of the Constitution."

This is what Mr. Olmsted remarked nearly twenty years ago in his most valuable and interesting 'Walks and Talks of an American Farmer in England'. And it is this ignorance and brutishness which are the real peril of Great Britain, in which 36,000 out of the 30,000,000 own the land, and in which the poor are growing poorer and the rich richer.

All these facts should be carefully pondered by every man in this country who thinks that it is safe to deny men education, or to tamper with perfect freedom of speech and the press. Ignorance any where in this country is a peril every where; and in this view the suggestions of General Howard in his admirable Report upon the Freedmen are very significant and important. Harper's Weekly.

SHALL WE HAVE A NATIONAL BUREAU OF EDUCATION?

MR. EDITOR: I was present at the recent meeting of the Massachusetts Teachers' Association, when a resolution was adopted appointing a committee to memorialize the Congress of the United States in favor of organizing a National Bureau of Education. I listened for some reason for such a measure; but as it passed without discussion, I was left to my own reflections upon the subject in forming an opinion of its wisdom or expediency. I had indeed been favored with an earnest appeal in favor of such a scheme, which the 'Loyal Publication Society' had issued. And I had there read what had been done in the establishment of national systems of education by Prussia, Holland, France, and other governments in Europe, and the argument which was drawn from their experience in favor of the plan proposed in this resolution. I felt, moreover, the respect that was due to the opinions of such a body of teachers as were before me, and reflected upon the influence which a judgment thus expressed was likely to have upon the public mind, and I resolved to give the subject the attention which its importance deserved. And now, sir, that I am unable to coïncide in the opinion which the Association has thus promulgated, will it be aside from the purposes of your journal to give place to a few suggestions why the teachers of Massachusetts have no occasion to ask for a National Bureau of Education?

If such a Bureau is to be established, I suppose it is with a view to some action. We do not want any more *sinecure* berths for old politicians. What that action is to be we are not apprised, unless it is proposed to clothe such a Bureau with political power to dictate what shall be the system of schools in the several states, the qualification of teachers, the school-books to be used, and the topics taught. Now to do this would not only require legislation on the part of Congress, — and any one can judge what sort of legislation such a body, gathered from every part of the United States, would be likely to adopt, — but it would require interference by the National Government in the domestic affairs of the several states, which, to say the least, would be of most doubtful expediency, not to add of constitutional right. Free schools are not to be sustained without a constant, ever-present and ever-active system of agencies, which reach not only communities, but every individual of whom they are composed. There is work for the assessor and the tax-gatherer. Moneys are not only to be raised, but to be disbursed and accounted for; teachers are to be hired, school-houses to be provided, text-books and apparatus furnished, and the condition of the schools to be watched over. Is it proposed that Congress shall provide for or regulate these? Is any friend of popular education willing to confide its interests to such a keeping? If it is not intended to act upon schools through measures of detail, like those above suggested, what is the proposed scheme to accomplish? Is it the influence of the national government, to be exerted through a bureau, that is wanted? And are we to borrow hints in this respect from what is done in France? Are the teachers or people of Massachusetts content to have the government of the nation, or even of the state, exercise the functions which the sovereign power of France assumes, over the local interests and domestic police of every town, village, and private household? The impression here is very general that we are governed too much already: that administration interferes, in too many instances, to regulate or restrain what should be left to the intelligent and untrammeled action of the people. Many believe that the Maine Law has done any thing but advance the cause of temperance, by committing to a few constables and police-justices the care and oversight of what belongs to the people of the several communities in which vice seeks to perpetuate itself. In France the affairs of the people are intrusted to the surveillance of a single sovereign. In our own country the people exercise this power, either through their agents, who make and administer the laws, or by a power quite as effectual and far more general — the force and influence of public opinion. Would it be wise, if it were feasible, to intrust to the government the interests of our schools,

and withdraw from them, or weaken, the direct and personal influence of the people?

Is it the moral influence of such a Bureau that is sought? That may have efficiency in a country where the masses look to their rulers for a standard in matters of thought and opinion. But how would it be here? The head of a bureau is the creature of a political party. It may be a Floyd or a Jacob Thompson. It may come from Georgia or Arkansas. It is, in the ordinary course of things, to be changed every four years. And what could be accomplished in that time in the way of progress or reform? Would it not become a sort of political hospital, in which politicians of various grades would be fed and housed, in return for truckling service and subserviency to a party?

Massachusetts Teacher.

A FAREWELL TO AGASSIZ.

How the mountains talked together,
Looking down upon the weather,
When they heard our friend had planned his
Little trip among the Andes!
How they 'll bare their snowy scalps
To the climber of the Alps,
When the cry goes through their passes
"Here comes the great Agassiz!"
"Yes, I 'm tall," says Chimborazo,
"But I wait for him to say so,—
That 's the only thing that lacks,—he
Must see me, Cotopaxi!"
"Ay! ay!" the fire-peak thunders,
"And he must view my wonders!
I 'm but a lonely crater
Till I have him for spectator!"
The mountain hearts are yearning,
The lava-torches burning,
The rivers bend to meet him,
The forests bow to greet him,
It thrills the spinal column
Of fossil fishes solemn,
And glaciers crawl the faster
To the feet of their old master!

Heaven keep him well and hearty,
Both him and all his party!
From the sun that broils and smites,
From the centipede that bites,
From the hail-storm and the thunder,

From the vampire and the condor,
From the gust upon the river,
From the sudden earthquake shiver,
From the trip of mule or donkey,
From the midnight howling monkey,
From the stroke of knife or dagger,
From the puma, and the jaguar,
From the horrid boa-constrictor,
That has scared us in the pictur',
From the Indians of the pampas,
Who would dine upon their gran'pas,
From every beast and vermin
That to think of sets us squirming,
From every snake that tries on
The traveler his p'ison,
From every pest of Natur',
Likewise the alligator,
And from two things left behind him —
(Be sure they 'll try to find him)
The tax-bill and assessor —
Heaven keep the great Professor!

May he find, with his apostles,
That the land is full of fossils,
That the waters swarm with fishes,
Shaped according to his wishes,
That every pool is fertile
In fancy kinds of turtle,
New birds around him singing,
New insects, never stinging,
With a million novel data
About the articulata,
And facts that strip off all husks
From the history of molluska.

And when, with loud Te Deum,
He returns to his museum,
May he find the monstrous reptile
That the land so long has kept ill
By Grant and Sherman throttled,
And by Father Abraham bottled
(All specked and streaked and mottled
With scars of murderous battles,
Where he clashed the iron rattles
That gods and men he shook at),
For all the world to look at!

God bless the great Professor!
And Madam too, God bless her!
Bless him and all his band,
On the sea and on the land,
As they sail, ride, walk, and stand,—

Bless them, head and heart and hand,
Till their glorious raid is o'er,
And they touch our ransomed shore!
Then the welcome of a nation,
With its shout of exultation,
Shall wake the dumb creation,
And the shapes of buried æons
Join the living creatures' pæans,
While the mighty megalosaurus
Leads the palæozoic chorus,—
God bless the great Professor,
And the land his proud possessor,—
Bless them now and evermore!

THE FIRST NORMAL SCHOOL IN AMERICA.

In 1825, the noble Governor of New York, De Witt Clinton, urged upon the Legislature the founding of a Normal School, proposing an appropriation of $200,000 for buildings. The question also began to be agitated in other states, and by other far-seeing men, about the same time. In 1838, Edmund Dwight proposed to the Legislature of Massachusetts to give $10,000, if the state would give a like sum, for the purpose of *trying the experiment of a Normal School.* The offer was accepted; and to the Old Bay State belongs the honor of instituting the first normal school of the New World.

In the little town of Lexington,— where on April 19, 1775, the first blood was shed in defense of American Liberty,— on July 3, 1839, the first Normal School in America was begun. It was appropriate! The parallel may be caried still further. On that April morning, when, after a volley or two from British muskets, the yeomen-soldiers scattered and ran, leaving eight of their companions weltering in their blood, it did not seem as though much had been done toward a successful resistance of royal oppression: so when, on that July morning, Rev. Cyrus Peirce began his humble labors, with only three young ladies as pupils, the movement did not promise much for the renovation of the methods of education over the face of a continent. But, as the American nation was born as the fruit of the Revolutionary struggle, so let us hope a truly American system of education may yet be the happy result of the latter effort. For, while it is true that bravery, perseverance, manliness, and a self-sacrificing devotion to Liberty, may found a free and independent nation, it is equally true that only intelligence, morality, and high patriotism, diffused among the masses of the people, can keep it free and independent. H.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
Springfield, Ill., March, 1866.

NATIONAL BUREAU OF EDUCATION.

AT a meeting of State Superintendents, held at Harrisburg, Pa., on the 16th of August last, it was voted to form a National Association of School Superintendents, to be composed of those devoted to the supervision of schools in the several states and the larger cities of the country; and the first meeting was appointed to be held at the City of Washington, D.C., on Tuesday, February 6th, 1866.

It had been announced in the circulars issued by the officers chosen at the preliminary meeting at Harrisburg, that papers would be read as follows:

1. *School Statistics* — their value, the points of inquiry, and the mode of collecting them. By Hon. CHAS. R. COBURN, State Superintendent, Penn.
2. *Practicability of Greater Uniformity in the School Systems of the different States.* By Rev. L. VAN BOKKELEN, State Superintendent, Md.
3. *National Bureau of Education.* By Hon. E. E. WHITE, State Superintendent, Ohio.
4. *Free High Schools an essential part of each State School System.* By Hon. J. WHITE, Sec. of Board of Education, Mass.
5. *Cost per capita of Education in the different States.* By J. W. BULKLEY, Esq., Superintendent of the Schools of Brooklyn, N.Y.
6. *Leading features of a Model State School System.* By Hon. NEWTON BATEMAN, State Superintendent, Illinois.
7. *What are the Greatest Defects in the Existing Systems in the several States?* By Hon. C. M. HARRISON, State Superintendent, New Jersey.

The practical character and great importance of the convention will be seen from the foregoing schedule of topics selected for discussion.

The Association convened punctually at the appointed place and time, and papers were read upon all the subjects above enumerated, excepting the 4th and 5th,— the gentlemen to whom those topics had been assigned, respectively, not being able to attend. The reading of the papers was followed by deeply interesting and instructive discussions. The address of Hon. E. E. White, State Superintendent of Ohio, was very able and convincing, and the views presented were heartily indorsed by ex-Gov. Boutwell, of Massachusetts, and Hon. Mr. Patterson, of New Hampshire, members of the House of Representatives, who were present and addressed the Association.

A committee of three, consisting of Messrs. White, of Ohio; Adams, of Vermont; and the undersigned, were appointed to memorialize Congress in behalf of the proposed Bureau of Education. The committee devoted several days to the duty assigned them, having interviews with a large number of Representatives and Senators, who, with scarcely an exception, warmly approved of the establishment of the proposed Bureau, and pledged their earnest support of the measure.

The Memorial, being the substance of Mr. White's paper, is as follows:

Memorial.

To the Honorable the Senate and House of Representatives of the United States:

At a meeting of the National Association of State and City School Superintendents, recently held in the City of Washington, D.C., the undersigned were appointed a committee to memorialize Congress for the establishment of a National Bureau of Education.

It was the unanimous opinion of the Association that the interests of education would be greatly promoted by the organization of such a Bureau at the present time; that it would render needed assistance in the establishment of school systems where they do not now exist, and that it would also prove a potent means for improving and vitalizing existing systems.

This it could accomplish:

1. By securing greater uniformity and accuracy in school statistics, and so interpreting them that they may be more widely available and reliable as educational tests and measures.

2. By bringing together the results of *school systems* in different communities, states, and countries, and determining their comparative value.

3. By collecting the results of all important experiments in new and special methods of *school instruction and management*, and making them the common property of school officers and teachers throughout the country.

4. By diffusing among the people information respecting the school laws of the different states; the various modes of providing and disbursing school funds; the different classes of school officers and their relative duties; the qualifications required of teachers, the modes of their examination, and the agencies provided for their special training; the best methods of classifying and grading schools; improved plans of school-houses, together with modes of heating and ventilation, etc.—information now obtained only by a few persons and at great expense, but which is of the highest value to all intrusted with the management of schools.

5. By aiding communities and states in the organization of school systems in which mischievous errors shall be avoided and vital agencies and well-tried improvements be included.

6. By the general diffusion of correct ideas respecting the *value* of education as a quickener of intellectual activities; as a moral renovator; as a multiplier of

industry and a consequent producer of wealth; and, finally, as the strength and shield of civil liberty.

In the opinion of your memorialists, it is not possible to measure the influence which the faithful performance of these duties by a National Bureau would exert upon the cause of education throughout the country; and few persons who have not been intrusted with the management of school systems can fully realize how wide-spread and urgent is the demand for such assistance. Indeed, the very existence of the Association which your memorialists represent is itself positive proof of a demand for a national channel of communication between the school officers of the different states. Millions of dollars have been thrown away in fruitless experiments or in stolid plodding, for the want of it.

Your memorialists would also submit that the assistance and encouragement of the General Government are needed to secure the adoption of school systems throughout the country. An ignorant people have no inward impulse to lead them to self-education. Just where education is most needed, there it is always least appreciated and valued. It is, indeed, a law of educational progress that its impulse and stimulus come from *without*. Hence it is that Adam Smith and other writers on political economy expressly except education from the operation of the general law of supply and demand. They teach, correctly, that the demand for education must be awakened by external influences and agencies.

This law is illustrated by the fact that entire school systems, both in this and in other countries, have been lifted up, as it were bodily, by just such influences as a National Bureau of Education would exert upon the schools of the several states; and this, too, without its being invested with any official control of the school authorities therein. Indeed, the highest value of such a Bureau would be its quickening and informing influence, rather than its authoritative and directive control. The true function of such a Bureau is not to direct officially in the school affairs in the states, but rather to coöperate with and assist them in the great work of establishing and maintaining systems of public instruction. All experience teaches that the nearer the responsibility of supporting and directing schools is brought to those immediately benefited by them, the greater their vital power and efficiency.

Your memorialists beg permission to suggest one other special duty which should be intrusted to the National Bureau, and which of itself will justify its creation, viz., an investigation of the management and results of the frequent munificent grants of land made by Congress for the promotion of general and special education. It is estimated that these grants, if they had been properly managed, would now present an aggregate educational fund of about five hundred millions of dollars. If your memorialists are not misinformed, Congress has no official information whatever respecting the manner in which these trusts have been managed.

In conclusion, your memorialists beg leave to express their earnest belief that universal education, next to universal liberty, is a matter of deep national concern. Our experiment of republican institutions is not upon the scale of a petty municipality or state, but it covers half a continent, and embraces peoples of widely diverse interests and conditions, but who are to continue 'one and inseparable'. Every condition of our perpetuity and progress as a nation adds emphasis to the remark of Montesquieu, that "it is in a republican government that the *whole power of education is required.*"

It is an imperative necessity of the American Republic that the common school be planted on every square mile of its peopled territory, and that the instruction therein imparted be carried to the highest point of efficiency. The creation of a Bureau of Education by Congress would be a practical recognition of this great truth. It would impart to the cause of education a dignity and importance which would surely widen its influence and enhance its success.

All of which is respectfully submitted.

E. E. WHITE, State Commissioner of Common Schools of Ohio.
NEWTON BATEMAN, State Supt. Pub. Inst., Illinois.
J. S. ADAMS, Secretary of State Board of Education, Vermont.

WASHINGTON, D.C., FEBRUARY 10, 1866.

In order to secure the earliest action of Congress, the committee also prepared the draft of a bill for an act to carry into effect the views of the Association; which, as subsequently modified, is as follows:

A Bill

TO ESTABLISH A NATIONAL BUREAU OF EDUCATION.

1. *Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled*, That there be and hereby is established in the Department of the Interior a Bureau of Education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several states and territories, and of diffusing among the people such information respecting the instruction, organization and management of schools and school systems as shall assist communities and states in the maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

2. *And be it further enacted*, That there shall be appointed by the President, by and with the advice and consent of the Senate, a Commissioner of Education, who, under the direction of the Secretary of the Interior, shall be intrusted with the management of the Bureau herein established, and who shall receive an annual salary of —— dollars, and who shall have authority to appoint not to exceed —— clerks of the first class, and —— clerks of the second class, etc.

3. *And be it further enacted*, That it shall be the duty of the Commissioner of Education to present annually to the —— a report embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will, in his judgment, subserve the purposes for which this Bureau is established. In the first report made by the Commissioner of Education under this act, there shall be presented a statement of the several grants of land made by Congress to promote education, and the manner in which these several trusts have been managed, the amount of funds arising therefrom, and the annual proceeds of the same, as far as the same can be determined.

The memorial and bill were then placed in the hands of the Hon. Mr. Garfield, of Ohio, who, on leave, February 14, 1866, introduced the bill in the House of Representatives, and it was read twice, and referred to a select committee of seven, consisting of Messrs. Gar-

field, of Ohio, chairman; Boutwell, of Massachusetts; Moulton, of Illinois; Patterson, of New Hampshire; Donelly, of Minnesota; Goodyear, of New York; Randall, of Pennsylvania. Both the memorial and bill were ordered to be printed.

I have made this statment of what has been done in respect to this important matter, and its progress in Congress thus far, because I know the interest felt in its success by all the enlightened friends of education and common schools throughout this and other states. The favor with which the views of the committee were received by those to whom they were personally presented in Washington was unexpectedly encouraging; and it is not too much to say that the prospect of the early establishment of a National Bureau of Education is very hopeful. The untold benefits to the great cause of popular education that would certainly flow, both directly and indirectly, from such a recognition by the General Government, and through the coöperative and inspiring agency of such a Bureau, need not be here repeated or enlarged upon: they are familiar to most of the readers of the *Teacher*, and to all who have attentively studied the problem of universal education.

But it is not only, or chiefly, to inform the friends of common schools in Illinois of what has been done, that the preceding statement is made. It is rather to incite all to *continued* and *more earnest* effort to secure the full consummation of the desired object. The bill awaits its third reading in the House of Representatives, after which, if successful, it must pass the Senate and receive the signature of the President. There is danger that, amidst the excitements of the hour, and the pressure of more absorbing but not more important measures, the bill may fail to become a law. It is now in the hands of warm friends, who will not fail to recommend and urge its passage; but it will require more than the committee of seven to insure that result. I would therefore call earnestly upon all organized educational bodies in the state—upon teachers' institutes, school officers, city superintendents, and all others who appreciate the vast significance of universal education—to press upon their respective representatives in both branches of Congress the claims of the bill for a National Bureau of Education. By resolutions, petitions, private correspondence, and through the public press, let Congress be advised how deeply the friends of education throughout the whole country have this measure at heart. A good beginning has been made: let it be followed up, promptly and persistently, and we shall have the Bureau before the close of the present session of Congress. But in no other way can it be done.

STATE CERTIFICATES.

The next examination for State Certificates, authorized to be granted under the 50th section of the School Law, will be held in the City of Chicago, about the first of May next. The precise time, and other particulars, will be announced by circular in due time. It will be seen by the subjoined resolutions of the Board of Education of the City of Chicago, that the use of all necessary rooms has been courteously tendered for the purpose of holding the next examination; and also that holders of State Certificates who may apply for positions in the schools of Chicago will receive certificates from the City Board of Education without further examination.

The elevating and quickening influence of the State Certificate, and the plan adopted by this Department for carrying into effect the provisions of the law in respect to it, are also warmly approved and commended by the Board. The kind spirit that pervades these resolutions is truly appreciated and acknowledged, and the just and enlightened views of the Board in respect to the relation of this feature of our school law to professional excellence among teachers, emanating as they do from so experienced and eminent a body of men, can not fail to be of signal benefit to the interests of common schools throughout the state. If the Boards of Education of other cities and towns in the state would take similar action, it would soon put the State Certificate upon the high ground contemplated by the legislature, and labored for by its early friends and advocates, and be a most efficient means of vitalizing the whole common-school system of the state, and infusing fresh life and energy through every grade of the teaching profession. Such action by city Boards of Education is earnestly recommended and invited; and, when had, the respective secretaries, or other proper officers, are respectfully requested to forward to this office copies of such resolutions or other measures as may be adopted in respect to the subject of State Certificates.

The following are the resolutions of the Chicago Board of Education:

At the regular meeting of the Board of Education of the City of Chicago, held on the 30th of January last, the following resolutions were adopted unanimously.

The first resolution was introduced by Inspector Steele, and is as follows:

Resolved, That this Board tender to the Hon. N. Bateman, Superintendent of Public Instruction, the use of such rooms in school buildings as he may desire for the purpose of holding his next examination for State Certificates.

The following were introduced by Inspector Ballantyne:

Resolved, That all persons holding State Certificates shall be entitled to certificates from this Board, without further examination, whenever they shall apply for positions as teachers in our schools.

Resolved, That we recognize the State Certificate to be a means for raising the standard of scholarship among teachers; for awakening a greater interest on their part in the cause of education, and for securing greater efficiency and a higher standard in the instruction given in the schools of the state; that the plan adopted by the State Superintendent for carrying out the state law meets with our hearty approval, and that we recommend the subject to the favorable notice of school boards and teachers throughout the state.

MEETING OF COUNTY SUPERINTENDENTS.

A meeting of County Superintendents of Schools will be held at Royce's Hall, in the City of Bloomington, commencing on Wednesday, March 28th, 1866, at ten (10) o'clock A.M., and continuing two days. As stated in a former communication, this convention of school officers is called to consider various questions arising under the school-laws of the state; to endeavor to secure greater uniformity in the examination of teachers and grading of certificates, and more unity of official administration in the several counties of the state; to compare views in respect to the changes, if any, which should be made in the school-laws by the next legislature; to devise means of quickening the public interest in the cause of universal education, which never before appealed with such power to the regard of statesmen, patriots, and Christians; and to consider how the whole school system may be more thoroughly vitalized and brought to bear with greater effect upon the entire youthful population of the state, not only as a 'quickener of intellectual activities', but especially as a 'moral renovator', and thus contribute more effectively to the purity and safety of the whole body politic.

We have reached a deeply interesting period in the history of our country. The eyes of thoughtful men are turned with unusual solicitude to the influence of systems of public education upon the destiny of the nation. We have a great work to do in and for Illinois. That our conception of its magnitude may be more clearly realized, that our knowledge of our respective duties and the best modes of discharging them may be increased, and that, by a more intimate personal acquaintance, and the influence of mutual counsels, mutual regards and sympathies, the spirit of harmony and coöperation may be enhanced, and we may all be aided, strengthened, and incited to fresh energy and new diligence in the great field of public duty in which we labor,—

these, in brief, are the objects contemplated, and the benefits hoped for, from the proposed convention. Let it be a meeting of earnest men, for earnest work.

As this meeting is called for the exclusive purpose of considering and laboring for the interests of common schools, and as the time thus spent could not in any other way be more effectively devoted to the discharge of the educational duties devolved by law upon the County Superintendents, those attending will be entitled to the per diem allowed by the 71st section of the Act, for the time actually and necessarily spent in going to, being present at, and returning from the convention; or, they may retain, from the county school-fund of their respective counties, the amount actually and necessarily paid as traveling expenses in attending said meeting. Members can obtain board at the Hotels of Bloomington for from $1.50 to $2.00 per day. A punctual and general attendance is requested.

NEWTON BATEMAN, Sup't of Pub. Instruction.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

☞ Post-Office Address—"595 West-Washington St., Chicago." ☜

A CORRESPONDENT, J. Troll, sends us an article from which we take the following notes on Decimal Fractions:

REDUCTION OF COMMON FRACTIONS TO DECIMALS.—I. The divisor is not always contained in the dividend without a remainder: for instance, dividing 753 by 8, we obtain the quotient 94, and the remainder 1. Reducing this remainder to tenths and dividing by 8, we have .1 and .2 remaining. Reducing to hundredths and dividing, there is a quotient of .02 and .04 remainder. The .04 equal 40 thousandths, which being divided give .005 for a quotient. So the exact quotient is 94.125. If the quotient is 94⅛ according to the common method of division, it is evident from the foregoing that the fraction ⅛=.125.

II. In the preceding process the method of changing common fractions to decimals is essentially shown; viz., reduce the numerator of the fraction, considered as a remainder, to units of the next lower order successively, and divide by the denominator. The reduction is made by the annexation of a cipher.

In this way we find that $\frac{5}{16}$=.3125; $\frac{7}{40}$=.175; $\frac{5}{11}$=.454545 . . . .; $\frac{5}{6}$=.8333 . . . .; and that $\frac{1}{12}$=.91666 . . . . Comparing these results, we find an important difference between them. In the first and second we come to a termination after a few decimal places; in the others there will be no end. In the third and fourth the same figure or figures are repeated uninterruptedly, as is the case in the fifth and sixth, the repetends being preceded by one or more figures. Numbers 1 and 2 are called finite decimals; Numbers 3 to 6 infinite. Numbers 3 and 4 are pure periodical decimals, and 5 and 6 impure periodical decimals.

III. The question first arising is, Which fractions yield by their reduction finite decimals, and which infinite? and of the latter, Which produce pure and which impure repetends? It is evident that only the finite decimals are exactly equal to the fractions from which they have originated, while the infinite decimals are always less than the respective common fractions. The value of decimals of this kind comes nearer to the corresponding value of the common fraction, the farther the reduction is continued; and whenever the division is stopped, a part of the dividend always remains undivided, the quotient therefore always being too small. Hence it is obvious that only fractions of the kind of Nos. 1 and 2 of the preceding paragraph can be completely reduced to decimals; the others, incompletely. The question then becomes synonymous with the following: *Which common fractions can be reduced perfectly to decimals, and which only imperfectly?*

IV. In order to answer this question, we must recollect the conditions on which fractions, in general, may be changed to other fractions. When a fraction is to be so changed, its denominator must be contained without remainder in the denominator of the new fraction. A number is contained in another number when the prime factors of the former are among the factors of the latter; if they are not among them a reduction can not be performed. Consequently, a common fraction can be reduced perfectly to a decimal only when the prime factors of its denominator are also factors of 10, 100, 1,000, etc. The factors of 10 are 2 and 5, and each of these factors will be taken as many times in the denominator of a decimal as 10 is taken as a factor, or, in other words, as many times as there are ciphers in the denominator. The denominators of decimals contain only the factors 2 and 5; consequently, *no other common fractions than those which contain only these factors in their denominators can be reduced perfectly to decimals.* The numbers 2, 4, 5, 8, 10, 16, 20, 25, 32,

40, 50, 64, and 80, are the only ones from 1 to 100 which will, as denominators, yield finite decimals.

V. $8=2\times2\times2$. In reducing $\frac{1}{8}$ to a decimal, it is clear that its denominator must contain the number 2 as a factor 3 times. $1000=2\times2\times2\times5\times5\times5$; so 1000 will be the denominator of the required fraction. If the denominator of the fraction be 16, that of the corresponding decimal will contain 2 four times as a factor; 10000 is the number. The denominator 160 will require a corresponding one having five ciphers, so 160ths can be reduced to 100000ths. We may from the foregoing examples derive the following rule: *A common fraction, provided it be reducible to a finite decimal, will yield one of as many places as the number* 2 *or* 5 *is contained times as a factor in its denominator.*

EDITOR'S DEPARTMENT.

EDITOR'S CHAIR.

National Bureau of Education.—It gives us great pleasure to insert the proceedings of the Convention of State Superintendents in this number of the *Teacher*, by the Hon. State Superintendent of Public Instruction. Education is at the basis of our political system. Democracy without general intelligence is impossible. There may be the form of the thing—the semblance of a free government—where the mass of the people are ignorant. But it will only be a form. An ignorant people can have no real power. Among such a people the control of the government will really be in the hands of a few able and designing men. Of this we have a terrible illustration in our late rebellion.

If this be so, it follows that the Southern States will never be really *free states* until a system of public education is successfully inaugurated in each of them. And this can only be accomplished by encouragement from the General Government. A National Bureau of Education seems, for this purpose, a necessity. Not that this Bureau need to possess any power over the affairs of each state. Its business should be to encourage and assist. It should act as the Bureau of Agriculture acts,—that is, it should collect and impart information, and give all the states the benefit of the experience of those most advanced in educational matters.

Let the educational men of Illinois awake to the importance of this great subject. Let petitions pour in upon Congress. Let the public sentiment be aroused and brought to bear upon our members of Congress. Let the present golden opportunity be improved. Let the suppression of the rebellion be followed by the suppression of its true cause,—namely, ignorance. Let the true foundation of our free National Government be now laid as never before.

STATE CERTIFICATES.—We commend the communication of the Superintendent of Instruction on the subject of State Certificates to the attention of every friend of education. We are glad that the School Board of the City of Chicago has so fully committed itself to the matter. We have elsewhere put ourself on the record in regard to the measure, and need not now repeat our previous words. Let all who desire the establishment of an honorable profession of teachers give the enterprise their warm support.

ANOTHER GONE.—Died, in St. Louis, on Thursday, February 15th, Charles F. Childs, Principal of the High School in that city. Mr. Childs was for nearly two years Principal of the Model Department of the Normal University of this state; and the tidings of his untimely death will cause many a heart on the prairies to beat sadly. A more extended notice will follow hereafter.

NORMAL SCHOOL OF KANSAS.—We have received the Principal's Report of this young institution for 1865. It is now located at Emporia, but we observe that the Legislature of the state recently voted to change the location. During the past year—the first of its existence—it has been attended by 49 ladies and 29 gentlemen,—total, 78. The average age of the students is 18¼ years. Seventeen of the number had more or less experience as teachers before entering the school. Seven counties are represented in the school. The school is endowed with 38,000 acres of 'salt lands' in the western part of the state. Their sale is to yield a fund whose interest is to be devoted to the school. But at present no income is derived from this source, as the lands are unsold; and it is thought best not to hasten their sale, for, being near the proposed line of the Pacific Railroad, they will bring a much higher price at some future time. A Model Department, or Experimental School, is to be connected with the institution. The teachers, at present, are Messrs. L. B. Kellogg and Henry B. Norton, both graduates of our State Normal University.

INDIANA.—At their recent session, the Legislature of this state voted to establish a Normal School; but we are not informed whether any further steps have been taken in that matter.

WISCONSIN.—The Board of Regents of Normal Schools in this state are about to establish one or more such institutions. They met a few days since, to make choice of a location, but we have not learned the result of the meeting. More than $30,000 annually are at the disposal of the Board.

NOTICE.—At the recent meeting of the Illinois State Teachers' Association the following resolution was adopted:

Resolved, That the Secretary of this Association be requested to ascertain the names of all its members who have served in the armies of the Union, and inform the publisher of the *Illinois Teacher* of the same, with the request that he print the said names in some number of the *Teacher*.

In pursuance with the above, all present or former members of the Association who are referred to in the foregoing resolution are requested to forward their names to the undersigned *as soon as possible*, that the list may appear in an early number of the *Teacher*. All readers who can add to this list the names of those

whom this notice will not be likely to reach will also confer a favor by forwarding the same to the Secretary, A. Stetson, Bloomington, Ill.

NATIONAL TEACHERS' ASSOCIATION.— The meeting of the NATIONAL TEACHERS' ASSOCIATION will be held at Indianapolis, in the State of Indiana, commencing on the 15th of August. Full programmes will be published in due time. All educational journals are requested to copy this notice.

J. P. WICKERSHAM, President.

NOTICE.— Copies of the proceedings of the late session of the National Teachers' Association, held at Harrisburg in August last, can be procured by addressing James Cruikshank, LL.D., of Albany, N.Y., chairman of the Committee on Publication. Price 50 cents.

We advise every teacher who wishes to know what is done by this most eminent and practical body of men to order copies at once. The paper on Object Teaching, prepared by Prof. Greene, is more than worth the money asked for the pamphlet. We say this is a body of practical men. Each brings to the discussions recorded in this pamphet of, say, 110 pages, not only the results of his thought and study, but also of his actual every-day practice. The conclusions are therefore eminently safe, as well as otherwise worthy.

UNIVERSITY OF MICHIGAN.— The students of the University of Michigan have just issued No. 1, Vol. VIII, of the *Palladium*. The University continues its almost unprecedented prosperity, ranking first among similar institutions in the West, and among the first in the whole country. The whole number of students is 1207, divided as follows: Department of Science, Literature and the Arts— Seniors, 44; Juniors, 53; Sophomores, 78; Freshmen, 90; in Select Courses, 24— total, 289. Students in Higher Chemistry, 71; Department of Medicine, 463; Department of Law, 384. The Faculty comprises 32 Professors and Instructors.

The Roll of Honor of the University embraces seven hundred and sixty-nine names, of which two hundred and eighty-one belonged to the Department of Science, Literature and the Arts; two hundred and fifty-four to the Department of Medicine and Surgery; and one hundred and twenty-four to the Department of Law. Of these about a hundred have lost their lives in the contest, while many more have received honorable wounds. They represent all ranks, from the private to the Major-General. The Alumni have taken steps to procure a fund to erect a monumental building to the memory of those who went forth from the University at their country's call. This building is to be used as a chapel for the University. By the plan adopted, each Alumnus is to raise one hundred dollars. The whole amount to be raised is fifty thousand dollars. The corner-stone of the building is to be laid next Commencement. W.

SALEM (MASS.) NORMAL SCHOOL.— We have received a copy of the *Salem Register* containing an account of the closing exercises for the year 1865, in the Normal School at Salem, Mass. During the past term the school has contained 124 pupils. The graduating class numbered 16 young ladies. The institution has lately changed Principals,— Professor Crosby having resigned and been succeeded by D. B. Hagar, Esq., for many years in charge of the High School at Jamaica Plain, Mass.

THE BOSTON SCHOOL REPORT is on our table. It is by far the largest volume of the kind issued. We mean largest in amount of valuable matter it contains. No other similar report contains as many able discussions of educational topics as this. The various papers are not of mere local interest, but are on questions of general importance. To commence reading them is to read them through, and to do that is to have taken a step forward educationally. There are in the employ of the Board of Education 585 teachers. Number of persons between five and fifteen years of age, 32,854. Average number belonging to the schools during the year, 26,961. Per cent. of attendance in all the schools, 91.6. Number of pupils per teacher in primary schools, 50. Total cost of tuition per scholar, $16.89. W.

PROFESSOR AGASSIZ.—One of the party engaged under the direction of Mr. Agassiz in scientific study of animal life of the Amazon and its valley gives in the March *Atlantic* an account of a picnic excursion from Manaos to the lake of Hyanuary, on the western side of the Rio Negro. The writer incidentally tells something of what our great naturalist is doing, and of his great success in this hitherto very imperfectly studied country. Though the occasion was one of amusement and festivity, Mr. Agassiz's enthusiasm for his work would not allow him to lose sight of that. He once answered a persistent petitioner for a lecture before a lyceum, who was willing to pay largely, "No, no; I am too busy. I ca' n't afford to spend my time to make money." The result of the three-days picnic was the collection of more than seventy new species of fishes! Of his great success in his work the writer says: "Though the scientific results of the expedition have no place in this little sketch of a single excursion, let me make a general statement as to Mr. Agassiz's collections, to give you some idea of his success. Since arriving in Para, although his exploration of Amazonian waters is but half completed, he has collected more species than were known to exist in the whole world fifty years ago. Up to this time something more than a hundred species of fish were known to science from the Amazons; Mr. Agassiz has already more than eight hundred on hand, and every day adds new treasures. He is himself astonished at this result, revealing a richness and variety in the distribution of life throughout these waters of which he had formed no conception. As his own attention has been especially directed to their localization and development, his collection of fishes is larger than any other; still, with the help of his companions, volunteers as well as regular assistants, he has a good assortment of specimens from all the other classes of the animal kingdom likewise."

The Professor and his party are treated with great consideration by the government of Brazil and by individuals, and every facility is afforded for the successful prosecution of their explorations.

TOWNSHIP SUPERVISION.—Mr. C. K. Brown, of Laprairie, says, in a recent letter: "I think we ought to have a township superintendent, who shall be paid out of the school-funds, and obliged to visit every school at least twice during each term,—once within two weeks of its commencement, and again within two weeks of its close,—and report publicly in town-meeting in March, or some other designated time. Something of this kind should be in our state school-law. County superintendents do not come near enough the people."

We are always glad to have our correspondents express their views on any subject bearing upon educational interests, and thank Mr. Brown for the above.

Moses T. Brown, Esq., for several years the efficient Superintendent of Schools in Toledo, Ohio, and for some time past connected with the house of Sargent, Wilson & Hinkle, Cincinnati, intends to retire from that establishment on the first of May next. He proposes to establish, either at Boston, Mass., or at Cincinnati, an institution devoted to 'Voice Culture'. We have pleasant memories of Mr. B. that run back many years,—so many that we do not like to think long upon that particular phase of the case,—and we cordially wish him the highest success in his new undertaking. He possesses rare qualifications for the work he undertakes, and his high reputation can not fail to secure him a large share of patronage.

LOCAL INTELLIGENCE.

Chillicothe.—We learn that the schools in Chillicothe are in a prosperous condition. The present Superintendent, E. H. Phelps, is earnest and faithful in the discharge of his duties, and is giving general satisfaction. Mr. Phelps is from the Connecticut Normal School. We wish him much success. The Grammar Department has suffered somewhat by a change of teachers. Mr. Jacob Moffit, the present incumbent, is doing well. Miss McMurray, in the Intermediate Department, and Miss Wilmot, in the Primary, are wide-awake teachers, and are meeting with gratifying success. No assistant has been yet obtained for the High School. The Superintendent speaks highly of the efficiency of his Board of Directors, and accords special merit to the President, Mr. Scholes. x.

Springfield Teachers' Institute.—This body held its regular monthly meeting, at the new High-School building, on Saturday, January 14th. The exercises consisted of a lecture by Rev. Mr. Hamilton; remarks and instructions from the Superintendent, A. M. Brooks, Esq.; remarks upon a topic—'Knighthood'; lesson in methods of teaching Penmanship by Mr. ———, Principal Fourth Ward; reading by teachers of the Fourth Ward; and a paper by teachers of the Second Ward.

The exercises were very interesting and profitable, and were attended by quite a number of the citizens. The subject of Mr. Hamilton's lecture was 'Requisites to a Teacher's Success', and it was handled very ably and thoroughly. x.

Chicago.—At the meeting of the Board of Education held January 30th, the Superintendent, J. L. Pickard, Esq., reported the whole number of pupils enrolled for the month to be 15,910; average number belonging, 14,097; average daily attendance, 13,128; per cent. of attendance, 93.1; number of tardinesses, 7,107, showing an increase over corresponding month of last year of 1,000 in the whole number enrolled; 682 in average number belonging; 987 in average daily attendance; and a decrease of 513 in the number of tardinesses. The whole number of pupils enrolled in the evening schools since they were opened is 2,353, and the average attendance for January was 716.

Two forms of certificates were adopted, to be hereafter granted by the Board. The first is called a 'Partial Certificate', and certifies to the holder's scholarship

only. The second, or 'Full Certificate', is granted whenever the holder proves specially successful in all matters of instruction and discipline.

A new book, entitled 'The Elements of the English Language', of which Mr. Edward C. Porter, teacher of that subject in the High School, is the author, was adopted by the Board as the text-book in that study for his classes.

At the February Institute a lecture was delivered by Henry T. Steele, Esq., a member of the Board of Education, on 'Conversational Exercises'. The sections of the Institute were reörganized for the remainder of the year by the election of Carol Gaytes, of the High School, chairman of 1st section; F. S. Heywood, of the Ogden School, chairman of the 2d; S. H. Peabody, of the High School, chairman of the 3d; I. S. Baker, of the Kinzie School, chairman of the 4th; J. R. Dewey, of the High School, chairman of the 5th; George Howland, of the High School, chairman of the 6th.

The Board of Education are doing all in their power to relieve the crowded condition of the schools and increase their efficiency. Many of the members spend much of their time in visiting schools to inform themselves of their working and efficiency. We heard one of them the other day recounting his appointments for every half-day through the week, and know another who spends half his time in the schools, and still others who are in no wise slothful. We hesitate not in saying that the schools of the city have received more visits from the School Board during the last six months than for years previous. It is easy to see the good results. W.

Macoupin County.—A Teachers' Institute will be held at Brighton, Macoupin county, beginning Monday, April 2d. Prof. J. V. N. Standish, of Lombard University, will conduct the exercises. All interested in education are invited to attend.

Lee County.—An Institute will be held at Dixon, beginning Tuesday, April 3d, and closing on the following Friday with a public examination. The services of some of the best educators in the state have been engaged.

Lasalle County.—A Teachers' Institute will be held at Peru, beginning on Wednesday, April 4th, and continuing three days.

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GYMNASTIC APPARATUS for this popular system, such as

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STATE NORMAL UNIVERSITY.

THIS INSTITUTION is intended for the training of young persons of both sexes for teachers in the Schools of Illinois. Its next term will begin on

MONDAY, APRIL 9TH, 1866.

Every County in the State is entitled to the tuition of two persons in the University, and every Representative District to that of as many as it has Representatives in the Legislature. The appointments are made by the County Superintendents of Schools, in connection with the County Judges, or Chairmen of Boards of Supervisors.

If any County or Representative District neglects to make appointments, the Principal of the University is authorized to fill the vacancy by appointing any person of proper age and qualifications.

Young men, to be admitted, must be at least seventeen years of age, and young ladies at least sixteen.

Every applicant must also pass a satisfactory examination, before the County Superintendent or the Principal, according to the mode of admission, in Reading, Spelling, Writing, Geography, and the Elements of English Grammar.

Tuition is Free, and Text-books are loaned to students free of charge.

MODEL SCHOOL.

The Model School is a graded school. It has four departments: THE HIGH SCHOOL, THE GRAMMAR SCHOOL, THE INTERMEDIATE, and THE PRIMARY. It is intended that the course of study in the several departments shall embrace all that belongs to a thorough education, from the elements up to a preparation for any college in the country or for general business.

Tuition Fees in the High School are $30 per year of forty weeks, in the Grammar School $25, and in the Primary School $20, and shorter periods in proportion.

Most of the Text-books are loaned to the students free of charge.

Board is now from $4 to $4.50 per week in families and boarding-houses; in clubs, about $3. By boarding themselves students reduce the expense to $2 per week.

Students in coming to the Institution should leave the cars at Normal, and thus save the expense and trouble of conveyance from Bloomington.

The Institution is now free from debt, and has a clear title to its lands and Building, so that the question of its permanency is placed beyond doubt or uncertainty. It is left free to devote its entire energy, and all its extensive facilities, to its legitimate function,—the thorough preparation of Teachers for the Schools of Illinois.

We take the liberty, therefore, of warmly soliciting County Superintendents, and all friends of the cause of Education, to send us earnest and energetic young men and women, who will devote themselves with heart and soul to the work of teaching, who will use to the best advantage whatever aid the Institution may offer them, and whose work with the rising generation will make them the noblest benefactors of our great State.

RICHARD EDWARDS, Principal.

NORMAL, MCLEAN CO., ILL., MARCH 14, 1866.

J. B. COWPERTHWAIT,

PUBLISHER AND BOOKSELLER,

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The best recommendation of these books is that they are in general use in the better class of schools in all parts of the United States, and have received the most flattering testimonials from those using them. They are used with great satisfaction in the Normal Schools of Illinois, Iowa, and Minnesota; and the Public Schools of Rockford, Freeport, Galena, Springfield, Quincy, Peoria, Peru, Mattoon, etc., in Illinois; Detroit, Ann Arbor, Jackson, Marshall, Battle Creek, Niles, Pontiac, Flint, St. Johns, Grand Rapids, and many other places, in Michigan; in Madison, Janesville, Beloit, Milwaukee, Racine, Kenosha, Geneva, etc., etc., in Wisconsin.

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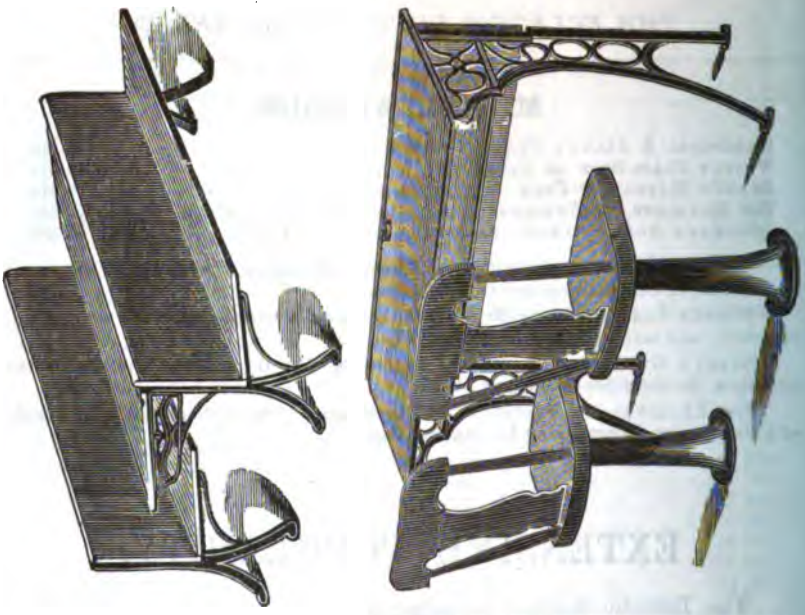
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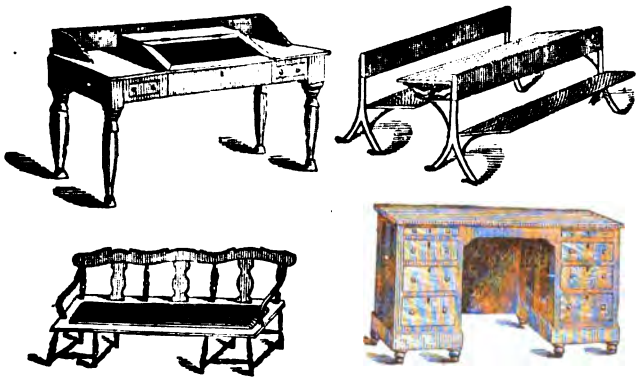
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WILLIAM H. McGUFFEY.

WILLIAM H. McGUFFEY, D.D., LL.D., is the son of a Scotch Presbyterian farmer, and was born in Washington county, Pennsylvania, in the year 1800. During the first eighteen years of his life he enjoyed no advantages of education beyond what were afforded by the rude schools which the frugal country people were able to sustain during the winter months. When William was still a child, his father removed to Trumbull county, Ohio, and established his family in a log cabin, on a small tract of land which he had recently purchased,

the country for miles around being yet an unbroken forest. Here William engaged with ardor in the labors of opening a farm in the woods, but never allowed manual labor to dull his desire for intellectual improvement. In the intervals of farm-work he improved every opportunity of gaining knowledge—borrowing books wherever they were to be had, and occasionally, and at irregular intervals, obtaining an hour's instructions from the clergyman of the neighborhood. When about eighteen years of age, he began the study of Latin *with borrowed books*, and used to walk (once a week) a distance of several miles to the house of the country clergyman to recite the lessons which he had prepared in the brief intervals of his daily toil.

His father being too poor to aid him in acquiring an education, William began the business of teaching so soon as he could be spared from the farm, and in this way sustained himself until he was able to graduate, which he did with distinguished honor, at the age of twenty-five, at Washington College, Pennsylvania, then under the Presidency of that great and good man, Andrew Wylie, D.D., subsequently for many years President of the University of Indiana at Bloomington. So high was Mr. McGuffey's reputation for scholarship, and such a reputation had he already acquired as a teacher, that upon his graduation he was immediately elected to the Chair of Ancient Languages in the Miami University at Oxford, Ohio. In this chair he continued for seven years, noted for the accuracy of his learning and the thoroughness of his teachings.

In 1829 he was called to the ministry of the Presbyterian Church, in which he has continued to labor ever since, but generally without having any pastoral charge. In 1832 he was transferred to the Professorship of Moral Philosophy in the same University.

In 1836 he was elected to the Presidency of the Cincinnati College, which in that year was reörganized, with a most distinguished faculty, embracing names already eminent in the departments of Law, Medicine, and Letters; among which may be mentioned Doctors Drake and Gross, of the Medical Faculty, the latter being the celebrated surgeon who has so long been a resident of Philadelphia; Edward D. Mansfield, LL.D., the statistician and statesman; and Judges Walker and Wright of the Law-School; and the late General O. M. Mitchel, the astronomer and soldier, and Professors Telford and Drury in the Academy Faculty. To be placed at the head of such a galaxy of brilliant men was a high testimonial to the eminence which Mr. McGuffey had already attained.

While in the Presidency of the Cincinnati College, he received the

degrees of Doctor of Divinity and Doctor of Laws from several Universities, Eastern as well as Western.

In 1839 he was elected to the Presidency of the Ohio University, at Athens. In 1845 he resigned his position at Athens, and accepted the Chair of Moral Philosophy and Political Economy in the University of Virginia.

From the year 1829 to the present time Dr. McGuffey has, in addition to discharging the onerous duties of the different chairs which he has occupied, been laborious and incessant in the duties of the ministry, aiding and building up feeble churches, preaching generally twice every Sabbath; and has rendered signal service to the cause of Education by lectures and addresses in all parts of the United States, but chiefly in the States of Ohio, Indiana, Pennsylvania, and Virginia. But the labor by which his name has become most widely known has been the preparation of the 'Eclectic Series' of Readers. His attention having been strongly directed to the defects in existing school-books, he availed himself of his first leisure, while in the Chair of Languages in Miami University, to endeavor to supply what he had felt to be a great want. Taking in his own house a class of very young children, he led them step by step, for several years, beginning with the alphabet, noting all that their progress indicated or their mistakes and difficulties suggested, and preparing and modifying the lessons as the necessities of the young mind required; and from this protracted study grew the 'Eclectic Series' of reading-books, so familiar in common-school instruction during the last twenty-five years.

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The Hon. Daniel Webster says:

"It is the undoubted right and the bounden duty of *government* to provide for the instruction of *all* youth. We regard it as a wise and liberal system of police, by which property, and life, and the peace of society, are secured."

Cicero says:

"What, under heaven, can there be more worthy of our highest admiration, and strenuous attention, than knowledge?"

Montesquieu says:

"Education makes the man: that alone is the parent of every virtue; it is the most sacred, the most useful, and, at the same time, the most neglected thing in every country."

Milton says:

"To make the people fittest to choose, and the chosen fittest to govern, will be to mend our corrupt and faulty education: to teach the people to place every one his private welfare and happiness in the public peace, liberty, and safety."

John Stuart Mill says:

"Education is one of those things which it is admissible in principle that a government should provide for the people: it is therefore an allowable exercise of government to impose on parents the legal obligation of giving elementary education to children. This, however, can not fairly be done without taking measures to insure that such instruction shall always be accessible to them, either gratuitously or at a trifling expense."

Thomas B. Macaulay says:

"The education of the people, conducted on those principles of morality which are common to all the forms of Christianity, is highly valuable as a means of promoting the main end for which government exists, and is on this ground an object well deserving the attention of rulers."

Horace Mann says:

"Education must prepare our citizens to become municipal officers, intelligent jurors, honest witnesses, legislators or competent judges of legislation,—in fine, to fill all the manifold relations of life. For this end *it must be universal.* The whole land must be watered with the streams of knowledge."

M. Guizot, formerly Minister of Public Instruction in France, speaking of national systems of education, says:

"The only countries and times in which public education has really prospered have been those where the church or state, or both in conjunction, have considered its advancement their *business and duty.*"

Dr. Horace Bushnell says:

"There is a very important sense in which children belong to the state, as they do to the family organization. Indeed, if we revert to the Jewish, Persian, Lacedemonian and Roman States,—all those ancient fabrics that rose in the youth-time of nature,—we see the state to be naturally endowed with a real instinct of civil maternity, making it the first care of her founders and constitutions to direct the education of the youth. And why should she not? These are her heroes of the future day, her pillars of state and justice, her voters on whose shoulders she rests her constitution, her productive hands, her sentinels of order, her reliance for the security of life, liberty, and property."

President Johnson says:

"I am in favor of education as a natural right of every human being. The power and purity of the ballot-box is our safety and our hope; but there can be no proper power or purity in the ballot-box *without education.*" C. B., in Boston Daily Advertiser.

WHAT DOES AN EDUCATIONAL PAPER NEED TO BE?

"WHEN a person, or number of persons, come to the knowledge of truth which belongs to the world, because the world needs it, it is the duty of such to give utterance to it, that the world may hear."

In the February *Teacher* I endeavored to show who needed an educational paper. If there is a *need* of an educational paper, it is equally necessary that there should be a paper to meet or fill this need. Methinks no one will deny this proposition. What is the object of an educational journal? It is to give information upon the subject to all those needing it. If it is a fact, as before contended, that teachers, school-officers, pupils, parents, guardians, and the great mass of the people, need information on this subject, is it not equally clear that, in order to get this information to all these individuals, there must be a medium, or paper, through which such needed information can reach them?

Scattered over the State of Illinois are thousands of individuals who have knowledge of truths related in some point, educationally, to the need of some other individual or persons. There are tens of thousands of others who need instruction how, and an opportunity, to give instruction that may, and will, help advance the great cause. What should be the medium for these to utter truths except through an educational paper for the people?

What is the object of education? I contend it is to prepare for and assist people in the duties of life. Says one, "The great want of the times is a practical business education that shall be available in the every-day affairs of life." If this proposition is correct, is there not need for a paper that will assist in developing and carrying out this want?

An educational paper needs to be one that will take hold of the affections, interests and confidence of the people. Without these a paper is nearly negative for good. It must be seen that the welfare

and elevation of the people is its aim, and not that of a class, or individuals alone. It must aim to make the teachers *of* the people, in stead of *above* them. It must labor for the welfare of the masses, and not for the teacher and higher school-officers alone, as is now the case to a very large extent, and has the effect to raise up and foster a feeling in opposition to the common people, and elevating the profession to the debasing of those not of their ranks.

Says one who has been a teacher, superintendent, and an educational editor, in a letter to me of February 7, 1866, "We do n't need those high flights of scholastic learning, which are written in many cases to show off the extensive attainments of the authors of those inflated articles. We need a journal for the *common people;* for *common school-teachers*, and not for a few college graduates and scientific men. The true reformers must spring directly from the people, who know how to make a direct application of good common-sense views. The professionals are afraid to depart from their stereotyped doctrines, fearful that investigation and research will become too general, and that they will thereby lose their prestige." To fill the need a paper is wanted weekly, not monthly. Is there not enough in this great field to fill a weekly, and thus, by its weekly visits, keep the hearts of the people warm and progressive, and their minds and affections growing upward and onward for ever? Educational interests get cold by the monthly visits, that would grow and bear fruit a hundred fold if kept watered and fed weekly. Again, a good weekly paper would take the place of many other papers, by giving current events that instruct the people.

Can not an educational paper be published as cheaply as an agricultural or political? Why not? We do n't need to pay for binding and covers. But few preserve them; and then a paper folded so much takes up a large per cent. in waste. Why could not a paper the size and shape of the *Prairie Farmer* do? Such a paper might be used with profit as a reader in the schools, and be better than the readers often used. Or, if not wanted as a reader, the size of the *Chicago Tribune* would do. I know the educational interests are in their infancy, and thought, and effort, is needed to develop it. One point I can not overlook: an educational paper needs a department for the young, to call out and cultivate their faculties of correspondence. This is a branch too much overlooked, and might be one of great power and good. This item of correspondence is one that is worthy of effort, but space here forbids; yet I feel it might be a lever of great power in the education, making happy and blessing the people.

Friends of education, shall we hear from you; shall Illinois

have a weekly educational paper for the people, or must we be content with a *teachers' paper*, and let the common people grope on in the dark, with no guiding star to lead them to a more desirable position intellectually? Who can read the stirring lines of Charles Mackay and not feel that there is work for all interested in man's elevation?

"Clear the Way.

"Men of thought! be up and stirring night and day;
Sow the seed — withdraw the curtain! clear the way!
There 's a fount about to stream,
There 's a light about to beam,
There 's a warmth about to glow,
There 's a flower about to blow,
There 's a midnight darkness changing into gray;
Men of thought, and men of action, clear the way!

"Once the welcome light has broken, who shall say
What the unimagined glories of the day;
What the evils that shall perish in its ray?
Aid the daring tongue and pen!
Aid it, hopes of honest men!
Aid it, paper — aid it, type!
Aid it, for the hour is ripe!
And our efforts must not slacken into play;
Men of thought, and men of action, clear the way!

"Lo! a cloud 's about to vanish from the day —
Lo! the right 's about to conquer, clear the way!
And a broken wrong to crumble into clay.
With that right shall many more
Enter smiling at the door:
With that giant wrong shall fall
Many others, great and small,
That for ages long have held us for their prey —
Men of thought, and men of action, clear the way!"

FELPS.

PUBLIC SCHOOLS FROM THE DOCTORS' POINT OF VIEW.

At a regular meeting of the Middlesex East-District Medical Society, in July, 1865, the subject of the influence of our public schools on the health of the children attending them being under discussion, a committee was appointed to report in full on the subject, which was done in September; and, after much discussion, the same committee

was directed to prepare, in as concise form as possible, some practical advice for avoiding certain dangers now threatening the health of the children in our schools. This second report was submitted to the Society in November last, and discussed as before, when the same committee was directed to publish the suggestions with such additions in the way of explanation as might seem advisable. This they now do in the following maxims, which may be considered to embody the deliberate opinion of the members of the Society.

Maxims.

1*st*. *No child should be allowed to attend school before the beginning of its 6th year.*

Because the whole of the first five years of life are needed to give the physical nature a fair start, which would be prevented by the confinement and restraint of the school-room: because up to that time every child has enough to do in learning to use its limbs and senses, to talk, to obey: because extended experience has proved that children who have never been to school before they are five years old make more rapid progress than those who begin their school life earlier.

2*d*. *The duration of daily attendance* (INCLUDING *time given to recess and physical exercise*) *should not exceed 4½ hours for the primary schools; 6 hours for the other schools.*

Because the liability to injury of both mind and body from sedentary application is in proportion to the youth of the student, and because as much can be accomplished in this time as in a longer attendance, which is only a weariness to both flesh and spirit.

3*d*. *There should be* NO *study required out of school,—unless at High Schools; and this* SHOULD NOT EXCEED ONE HOUR.

Seven hours of study being as much as most adult scholars can bear, it is folly to suppose that immature minds in *growing* bodies can endure more.

4*th*. *Recess time should be devoted to play* OUTSIDE THE SCHOOL-ROOM — *unless during very stormy weather; and as this time rightly belongs to the pupils, they should not be deprived of it except for some serious offense; and those who are not deprived of it should not be* ALLOWED *to spend it in study; and no child should* EVER *be confined to the school-room during an entire*

session. The MINIMUM *of recess-time should be* 15 MINUTES IN EACH SESSION, *and in Primary Schools there should be more than one recess in each session.*

Recess is a most important relief to the weariness of muscle and of mind which all children (and most teachers) feel after being in school 1½ or 2 hours. Without it there comes on a mental listlessness and a physical restlessness, which defeat the very purposes of school. The need of such relief occurs at more frequent intervals in proportion to the youth of the child; consequently there should be more recesses in primary than in other schools.

5*th. Physical exercise should be used in school to prevent nervous and muscular fatigue and to relieve monotony, but* NOT *as* MUSCULAR TRAINING. *It should be practiced by both teachers and children for at least five minutes in every hour not broken by recess, and should be 'timed' by music. In Primary schools every half-hour should be broken by exercise, recess, or singing.*

This maxim rests on the same general ground as No. 4. Such exercises are highly prized in all schools where they have been fairly tried, and they tend to produce a unity of action and feeling, a homogeneity in the school, which is very valuable.

6*th. Ventilation should be amply provided for by* OTHER MEANS THAN OPEN WINDOWS, *though these should be used in addition to the special means during recess and exercise time.*

Because to open windows during cold weather is to admit streams of cold air upon children, when they are most liable to 'catch cold', as physicians have frequent occasion to observe. When the body is aglow with exercise it can endure and enjoy a temperature and even a current of air which would chill it when at rest; therefore, fresh air may be introduced with safety through the windows during recess and exercise time, except in very severe weather.

Of all methods of heating, a close stove is most objectionable, because it introduces *no fresh air;* and whenever one is used in a schoolroom, it should be wholly or partially walled in with metal screens, inside which a "cold air box' should open, as in all furnaces.

7*th. Lessons should be scrupulously apportioned to the average capacity of the pupils; and in Primary schools the* SLATE *should be used* MORE, *and books less, and instruction should be given as much as possible on the principles of 'Object-Teaching'.*

If the first part of this maxim be not observed, the majority of the scholars (for whose benefit the school is sustained) will be overtasked.

The advantages of using the slate as advised are very great: the hand and the eye are trained; writing is earlier and more pleasantly learned; little children are agreeably and profitably occupied, when they would otherwise be idle, unhappy, and troublesome.

Of 'Object Teaching' we have only space to say that the principle which underlies it is, that the teacher should avail himself of the natural preponderance of the powers of perception and observation in childhood, should go from the known to the unknown, from the concrete to the abstract, and should neglect no opportunity to illustrate each lesson from *familiar* sources.

[Signed] F. WINSOR,
J. D. MANSFIELD,
Special Committee Middlesex East Dist. Med. Soc.

[Massachusetts Teacher.]

We like very well all the maxims of the doctors except the third; but for that we see no reason, nor do we know how any school that should accomplish the work properly required of a high school could comply with it. We suppose almost all the pupils in high schools have not more than one hour and a half for study during the six hours for which the school is in session each day. The remaining time is taken up by recitations, opening and closing exercises, physical exercise, and recesses. During all of this time, except that spent in recitation, the pupil does not study; and in recitation, though the attention should be carefully fixed and the mental powers active, still, as the object of the teacher is largely to find out what the pupil has learned and not wholly to give instruction, the mental labor is of an entirely different character from that in study, and the hour of recitation is often a rest, rather than a weariness, of mind. Does any one of these doctors believe that he would ever have attained any eminence in his profession, to say nothing of whether he would ever have reached it, if he had not studied more than two hours and a half outside his recitations while in the academy, college, and medical school? We do n't believe that three and usually four hours' study outside of the school, for five days in the week, will hurt children old enough (at least fourteen) to be studying what properly constitute high-school studies, if they spend the rest of the time judiciously, giving due precedence to sleep over evening parties and things of like nature.

SCHOOL AS IT WAS—TEACHER AS SHE SHOULD BE.*

It is time; and, as the bell rings to call the children in, you congratulate yourself on the fine appearance and pleasant faces of your scholars, and think, after all, a teacher's life is not the most undesirable.

At roll-call a few are found to be absent, which is always annoying; but the first class being called takes up your attention, and the absent are forgotten.

A good lesson! Who, but the teacher that loves his pupils and thus labors for their advancement, can realize what a world of pleasure is afforded by such an announcement? Good lessons are to the teacher, what good dinners are to the hungry; and nothing can so completely satisfy the teacher as to be able to say, at the close of the day, —I have had GOOD lessons from my pupils. On such days four o'clock comes at half-past three, the faces of your friends on the street have grown handsome since morning, and you are sure, from the lightness of your feet, you can wear a much smaller shoe, and your heart goes forth to meet all the dear children under your charge,—almost wishing they all belonged to you, that you might see them the first thing in the morning, and tuck them 'up' snugly in bed the last thing at night.

Another class is called. You are deeply engaged in their recitation, when, listen! The patter of little bare feet is heard in the hall, and in a moment more the owner of them, a little fellow about six years, ushers himself inside your school-room;— face unwashed, hair in a disordered state, and pants hung on by one suspender. Dirty little thing, you think, coming in at this time and disturbing my class!

The boy takes his jack-knife (old thing with broken blade) in stead of his book, and from his other pocket produces a piece of shingle, at which he goes with his old knife as though he meant to *make a muss at least.*

The class takes up your attention for the next half-hour, at the expiration of which you have occasion to step over to the other side of the room, when behold! that little insignificancy has whittled all over the floor under his desk, and from under him you produce two arrows. "Now, that 's well done! Why do n't you study!" (with a pull at

*Read by Miss L. A. Lyon, at Rome, Bradford County, Pennsylvania, June 8, 1865. Republished from the Pennsylvania School Journal.

the uncombed hair) "Oh please do n't! I haint got any book." You bethink yourself. That boy told me the same story two weeks ago, and, through the multiplicity of cares, I forgot my promise of finding him one. Forgot! Your pupil had to account for every idle moment. Forgot! That boy's mother earned every crumb of bread for herself and little ones by washing other people's clothes, while her own little darlings (for poor people have them) had to be neglected. Did you forget the white ribbon and pink flowers for your hair, the other evening. Ah, no! for with these you hoped to please the fancy of some trifling acquaintance.

"But" — you reason — "who is to blame for the want of a book? Am I to furnish my pupils with books? Yes. This boy, at least. Do without your pocket full of delicacies for a week, and buy the little fellow a book with the money,— I 'll do it." The book is purchased. Bubby, encouraged to keep his face, hair and clothes in better order, is praised with the other scholars, and — and, so the foundation is reached. He comes to school at a reasonable hour, gets his lessons, keeps his seat as clean as any boy, and his mother — God bless her! who is washing just across the street, makes it convenient to run over to tell you how thankful she is for your kindness — how she had labored to save a little ahead to buy a book for her little one, but the rent was to be paid, and little Mary at home had been sick, and the baby awfully troublesome; so she must have medicine, wood, and lights, and often she could n't go out to wash for two or three days. Of course it was all a mistake. Ah! reflects the teacher, if I had *tried* to remember, that little fellow might have been spared many a cross word, and I the thought of having neglected my duty. It was a little mistake; but how many such are yet unrectified in our schools,— and 'many a little makes a mickle', as poor Richard says.

"Scholars, study your lessons over six times, and you may go home." Two minutes expire, and all the scholars hold up their hands. "Have you studied it six times?" "Yes, ma'am." How many of that number tell you the truth? Not all. Teacher, that lie is on your head, and you will have it to answer for.

"May Jim and me go out? we 'd rather go now than at recess." "Yes, but you sha' n't go one inch at recess." Recess comes, and with it one of your lady friends to just consult with you a little. Those boys you said must stay in are always the most troublesome in school,— so you let them go with the others, to secure a few moments' uninterrupted conversation with your friend. How significantly they look at each other! They have tried that game before, and consequently have learned that they can have two recesses, and that their teacher — do n't start — is a liar. What a revelation!

It is not a *labor* to instruct those little minds that jump to meet every suggestion, but a mere pastime, a pleasure as complete as can well be conceived;—but to eradicate the wrong impressions, and to encourage and interest the less active minds, is as arduous as the stoutest mind can well accomplish. To do this, we must first reach the heart, then inspire confidence, and endeavor to implant right motives—go to the very root and establish sound principle.

Outward goodness is a mere shell—the shadow of a shade! There must be something within, or it has no substance. We must *deny* ourselves, and in this way prove ourselves worthy of the task we have undertaken. If we profess love and interest for our pupils, let us show it in such a way that they may know and be benefited by it. And if we instill such a principle of love and goodness, it will not fail in the hour of temptation. As, in the oriental tale by Lord Bacon, where a cat was changed to a lady, and behaved very lady-like till a mouse ran through the room, when she sprang down on her hands and chased it,—so with children: if their goodness is only an outward show, when temptation comes, they will down and follow. Give them right motives, sound principles, and they will be firm. In after life, the waves of affliction may howl around them, but they will stand serene amid the tempest.

WHAT'S IN A NAME?

MUCH, if the name is a title. The common theory of equality is to be a little better than one's neighbors; the practice, to let them see it or feel it in some indirect way. Tattooing and barbaric trappings are out of fashion—even uniforms are not considered as in good taste for every-day use; but a man can wear a title at all hours. The word governor, or judge, or general, goes before him like a herald, proclaiming his superiority over non-governors, non-judges, and non-generals. The world does homage—mildly, if you choose, but still agreeably—when it addresses him by his title. Although there is no legal-tender act to oblige us to take men for more than they are worth, we are apt to accept them at first sight at the valuation they put upon themselves. To many people it does not much matter what the title is. Captain Owen saw a naked negro potentate on the West Coast who wore, for the likeness of a kingly crown, a castaway tin can labeled "concentrated gravy". The monarch had adopted the two

unknown words as an additional title of honor. Civilisation has not entirely extirpated the savage element in the white people. Very many are willing to stick a feather in their caps without considering too curiously its color, or the bird whence it came. After four years of grim war, individuals who have never been under fire may be found sporting militia titles in the faces of men who won the same nominal rank at the risk of their lives.

Akin to this first 'infirmity of noble minds' is the love of fine names. A great many persons who are above their business or their position in life seems to believe in the efficacy of a practice described by John Quincy Adams, in two lines of a squib he let off against Jefferson:

> "And if we can not alter things,
> By Jove! we 'll change their names, sir."

Smith thinks he has undergone a transformation when he writes it Smythe. A waiting-woman generally gives her daughter some, if not all, of the Carolinas and Wilhelminas of Goldsmith's Miss Skeggs. Silly little girls, who were unfortunately christened Susan or Dolly by their Brown or Jones papas, engrave on their cards Miss *Susie* H. Brown or Miss *Dollie* C. Jones, and are happier in consequence. And Brown and Jones, as soon as they have bought and built near Tubby Hook or Dobb's Ferry, try to get the old historical appellation changed to Inwood or Glendale. Fitness and meaning are lost sight of for the sake of a fine name. The English words for every-day occupations are scornfully thrown aside by the aspiring fellows once designated by them. Every shop is a store; costermongers are grocers; peddlers, merchants; haberdashers, furnishers; dressmakers, modistes; and if you should say 'slops' to a 'dealer in ready-made clothing', he would knock you down. At first, no doubt, every body feels bigger and better for their brevet rank; but in time the new words sink down to the real state of things; then, as with paper money when it depreciates, a new issue is required to purchase the same amount of consideration, and the next best word in the vocabulary is seized upon, without reference to etymology, so that in the end nothing is gained. When magnificence of phraseology is allied to meanness of fact, the *mésalliance* does not ennoble the fact. A servant is none the less a servant when he is called a 'help'; neither his wages nor his social position is higher. It is really to no purpose that we have raised the score of our daily talk an octave to express this pinch-beck ambition. We speak in superlatives like women. Nothing can be said simply, and circus play-bills will become the standard of the language, unless we can create a new office — Commissioners of Philology,— whose duty it

shall be to seize upon all words and phrases that have strayed, and to return them to their original meanings.

The teachers of the generation now undergoing schooling ought to be such commissioners. The infirmity of fine words and fine writing springs from an uncultivated taste and half an education. There is no subject outside of morals — if indeed it be outside of morals, as it is in a certain sense a violation of truth — on which instruction, line upon line, and precept upon precept, is more needed in our schools than the duty of all to speak and write simply; to call things by their right names, and not to be above their business. . . . . .

'Professor' is losing caste rapidly. There are professors of chiropody and palmistry; Professor Anderson amused the public with his tricks, and Professor Hanlon demonstrates the flying trapeze. The title will soon be unworthy of the dignity of the teachers of youth. To what new appellation will they be driven? Instructor, tutor, schoolmaster, preceptor, pedagogue, are all old and objectionable. They will have to apply for a name to those ingenious neologists, the inventors of cosmetics; or else adopt the plan recommended by Lakanal, in his report on education to the French Convention — of wearing around their necks a medal with the inscription: "Tout instructeur est un père." Louis Blanc, in his 'History of Ten Years', speaks with enthusiasm of the 'glorious age' that gave birth to such noble ideas. We may live to see them extending to the 'setting sun'.

The Nation.

EDUCATION AT THE SOUTH.

THE Freedmen's Bureau is putting forth the most vigorous exertions for the establishment of colored schools, but is met with a spirit of the most determined opposition on the part of the whites. Particularly is this the case in Mississippi. Only eleven places in that state report schools for freedmen. In Columbus the citizens interposed so many difficulties that the schools were soon closed. "In several places," says the report of the Bureau of Mississippi, "the colored people have been allowed to hold *religious* meetings in basements of churches, or in old church-buildings that were forsaken by the whites; but whenever they attempted to use these buildings for *schools*, the white people have uniformly opposed it except at Aberdeen, in which place, to its honor be it said, the town council actually

encourages the schools. At Oxford the scheme has been rendered totally impracticable by the presence of the Rev. Dr. Waddell, President of the University of Mississippi. The people have driven out from their place the missionary sent there, though he was a Southern man. They have fired four shots at an old Episcopal minister at Okalona, because he was teaching the colored people."

To prevent the negroes from learning, every species of petty trick is resorted to by families employing the same. "Colored persons are engaged as apologies for teachers; the family promises to teach; any thing is resorted to rather than employ the hated Yankee school-teacher." Of course, no surer means could be devised than this opposition to teaching the blacks to insure their learning. It is a curious fact that within a little more than a year the relations between the whites and the blacks in the South, as regards the ability to read and write, are almost reversed. The muster-rolls of the Union troops in Tennessee reveal the fact that in that state only one white man in eight, nine, or ten, according to his place of residence, can sign his own name; and this, according to General B. F. Butler, who has examined sixty thousand names on similar rolls, is true of all the rebel states. This estimate is doubtless a very favorable one for the entire white population, as the Union men of the South were generally more intelligent and better educated than the rebels. With the exception of Ireland, there is not a country in Europe where the peasantry are so illiterate as the native whites of our Southern States. In France from one-half to two-thirds of the people are unable to read and write; but the most ignorant Frenchmen are three times better educated than the white native Americans of our Southern States, or at worst are fifty per cent. higher in the scale of education. It is a mistake to suppose that these ignorant Americans are all necessarily poor. In truth, there are very few *poor* whites there, since most of them have as much land as would make any Yankee rich unless he were extremely lazy. It is no unusual thing, even in Virginia, to find men owning from one to five thousand acres of excellent land who can not sign their names to a deed.

Those who hold that the whole black race should be excluded from political rights because some blacks are ignorant are invited to consider the foregoing facts. While the whites remain in contented ignorance, school-books, literally by the million, are being sent all over the Southern States, and are purchased by or given to the 'contrabands'; and the reports recently submitted to Congress show that these books are well used. In spite of all the town councils and reverend Waddells of Rebeldom, deep in the solitude of the forest

the Bible and the Primer are studied in the negro-cabin by the light of the pine-knot. In hundreds of thousands of simple minds the fire of knowledge is kindled. So long as learning is a forbidden fruit, it will be sought for with a keen appetite; and it is difficult to account for the persistent blindness of the rebels to this fact. So eager is the desire for knowledge among this long-oppressed race, that it is by no means a rash prediction to declare that in two years' time the South will present the unprecedented spectacle of an illiterate race claiming to be more intelligent than one which can read and write!

Yᵉ PEDAGOGUE.

A BALLAD.

Righte learnéd is yᵉ Pedagogue,
Fulle apt to reade and spelle,
And eke to teache yᵉ parts of speeche,
And strap yᵉ urchins well.

For as 't is meete to soake yᵉ feete
Yᵉ ailing heade to mende,
Yᵉ younker's pate to stimulate,
He beats yᵉ other ende!

Right lordly is yᵉ Pedagogue
As any turbaned Turke;
For well to rule yᵉ District Schoole
It is no idle worke.

For oft Rebellion lurketh there
In breaste of secrete foes,
Of malice fulle, in waite to pulle
Yᵉ Pedagogue his nose!

Some times he heares, with trembling feares,
Of yᵉ ungodly rogue
On mischief bent, with felle intent
To licke yᵉ Pedagogue!

And if yᵉ Pedagogue be smalle,
When to yᵉ battell led,
In such a plight, God sende him mighte
To break yᵉ rogue his heade!

Daye after daye, for little paye,
He teacheth what he can,
And bears yᵉ yoke, to please yᵉ folke
And yᵉ committee-man.

Ah! many crosses hath he borne,
And many trials founde,
Y^e^ while he trudged y^e^ district through,
And boarded rounde and rounde!

Ah! many a steake hath he devoured
That, by y^e^ taste and sight,
Was in disdaine, 't was very plaine,
Of Daye his patent righte!

Fulle solemn is y^e^ Pedagogue
Among y^e^ noisy churls,
Yet other while he hath a smile
To give y^e^ handsome girls;

And one,—y^e^ fayrest mayde of all,—
To cheere his wayning life,
Shall be, when Springe y^e^ flowers shall bringe,
Y^e^ Pedagogue his wife! J. G. Saxe.

COMMENTS ON ORTHOËPY.—No. I.

In this article we call attention to two or three inaccuracies of our authors on Grammar in their attempts to define and classify under the head of Orthoëpy.

The following exposition of vowels and consonants is extracted from a Treatise on the English Language which has had a most remarkable reception, both east and west. The italics are our own.

"The *vowels* are a, e, i, o, u; also w and y when not followed by a vowel sound in the same syllable.

"They can be sounded alone, and represent each several inarticulate elementary sounds.

"The *consonants* are all the letters except the vowels.

"They are so called beeause *they can not be sounded alone;* or rather, *when sounded alone the sound of a vowel is always heard with them.* B, c, d, f, m, k, are pronounced as if written be, se, de, ef, em, ka."

The first definition is inaccurate. Are not u and i also, like w and y, consonants when followed by a vowel sound in the same syllable? Is this a matter too trifling to be included in the definition?

Secondly, note the inconsistency of regarding a vowel as a character and as a sound—both in the same sentence. "The vowels are a, e, i, o, u [vowel letters, of course—there are more than three times

as many vowel sounds]; also w and y [letters] when not followed by a vowel *sound* in the same syllable." A letter followed by a sound!

Observe, thirdly, the misconception in regard to 'sounding' a consonant. "They [the consonants] are so called because they can not be sounded alone." Nor does the author mend his work by the Hibernianism 'when sounded alone the sound of a vowel is always heard with them'. Can not the reader *sound* l or v without uttering any other sound than the first spoken element of *let* or *vine?* To speak the *name* of the character, l or v, is quite another thing. Would this author have us infer that these letters are called consonants (from *con* and *sonans*) because the spoken *name* of each is composed of two or more sounds? Then let it be said "They are so called because it has been found convenient in *naming* (most of) them to sound another element in conjunction with the sound which the letter represents." We say '*most* of them', because h, y, and w, seem to have been named without regard to their powers. Something like this he must mean; else, why *tell* us the names at all, any more than of a, e, i, o, and u? But if we are justified in this inference, then, pray, why not call u a consonant? Its name is yew, not ū—not u as heard in *lute*, but as heard in *use*. U may properly be classed with the vowels; but, judged by its *name*, it is certainly con-sonant.

Consulting the author of The Grammar of English Grammars—an exceedingly modest title, view it as you will,—we shall find that, in reference to this difficult matter of classification of the letters, its venerable author was, for once at least, charmed by the odor of antiquity. After defining a consonant to be 'a letter which can not be perfectly uttered till joined to a vowel', he presents us, in a foot-note, the following:

"This old definition John L. Parkhurst disputes;—says it 'is ambiguous'; questions whether it means 'that the *name* of such a letter or the simple sound' requires a vowel. 'If the latter,' says he, '*the assertion is false.* The simple sounds represented by the consonants can be uttered separately, distinctly, and perfectly. It can be done with the utmost ease, even by a child.'—*Parkhurst's Inductive Grammar for Beginners, p.* 164. He must be one of those modern philosophers who delight to *make mouths* of these voiceless elements, to show how much may be done without sound from the larynx."

Upon this subject of classifying, Brown further remarks:

"The foregoing division of the letters is of very great antiquity, and, in respect to its principal features, sanctioned by almost univer-

sal authority; yet, if we examine it minutely, either with reference to the various opinions of the learned or with regard to the essential differences among the things of which it speaks, it will not, perhaps, be found in all respects indisputably certain"!

A generous concession! Yet Brown would stand by the author of The Treatise.

Parkhurst, as quoted, is right; and he who is right can afford to be ranked with modern philosophers, however disreputable the companionship may have been deemed by Goold Brown. And what can the venerable critic have meant by 'making mouths' of voiceless elements? what by 'forming these elements without sound from the larynx'? Surely, more than half of the consonants are laryngeal.

Kirkham is not always right, nor even seldom wrong. The following tit-bit is his:

"By pronouncing in a very deliberate and perfectly natural manner the letter *y* (which is a diphthong), the *unpracticed* student will perceive that the sound produced is compound; being formed, at its opening, of the obscure sound of *oo* as heard in *ooze*, which sound rapidly slides into that of *i*, and then advances into that of *ee*"!

Tr-oo-i-ee it!

HABIT.—"I trust every thing, under God," said Lord Brougham, "to habit, on which, in all ages, the law-giver, as well as the schoolmaster, has mainly placed his reliance; habit, which makes every thing easy, and casts all difficulties upon the deviation from a wonted course. Make sobriety a habit, and intemperance will be hateful; make prudence a habit, and reckless profligacy will be as contrary to the nature of the child, grown or adult, as the most atrocious crimes are to any of your lordships. Give a child the habit of sacredly regarding the truth, of carefully respecting the property of others, of scrupulously abstaining from all acts of improvidence which can involve him in distress, and he will just as likely think of rushing into an element in which he can not breathe as of lying, or cheating, or stealing."

EDUCATION is to be regarded as one of the most important means of eradicating the germs of pauperism from the rising generation, and of securing, in the minds and in the morals of the people, *the best protection for the institutions of society.*

English Report to Home Department.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
Springfield, Ill., April, 1866.

SCHOOL DIRECTORS AS WITNESSES.

THE question is often submitted whether, in suits against boards of school directors, the members of such boards are competent witnesses. This depends upon the manner and form of the action. If a teacher, or other person, sues a board of school directors by their *corporate* name and style (as A.B. *vs.* School Directors of Dist. No. ——, Township No. ——, County of ——, and State of Illinois, etc.), then either or all of the directors may be witnesses generally in the case.

The directors are liable for their corporate acts only *as directors;* and if a judgment were obtained, it could not be levied upon their private property. [See School-Law, §§ 48 and 49.]

In all cases where corporations which are of a public nature, and which comprehend certain territorial divisions of the state — such as counties, towns, school-districts, etc.,— are parties on record, or interested in the suit, the members of such corporations are competent witnesses; because they are not considered as having a personal but only a corporate interest, which, as the authorities have it, ought to go to the credit and not to the competency. [See Swift's Evidence, p. 57; Greene, vol. 1, p. 438–9.]

In private corporations, however, such as banks, etc., the rule is different; but even in them the corporators are admitted as witnesses, under certain circumstances and for certain purposes. [See 13 Ill. Rep., p. 513.]

But when school directors are sued in their *private* capacity, they they can not be witnesses in the case, except as other private parties may become witnesses in cases in which they are interested.

The question of the competency of members of corporations to testify in suits in which they are parties has long been a perplexing one, but it is believed that the general rules, as above stated, are now well settled in this country, and may be safely applied in all cases arising under the school-laws of the state.

CUSTODY OF BORROWED MONEY.

By Section 47 of the School-Law, directors are authorized to borrow money, upon certain conditions and with certain restrictions, for the

purpose of building, repairing and improving school-houses; and it has been submitted whether or not it is necessary to pay over such borrowed money to the township treasurer, to be by him paid out, on proper orders, the same as other funds belonging to districts. It is suggested that, by allowing the directors to hold and disburse such funds, the treasurer's commission of two per centum might be saved, etc. It is believed that such a course would not be warrantable, however desirable it may be to economize the fund, and however safe it may be deemed to be in the hands of the directors. It is the plain intention of the law to make the township treasurer the custodian of all district funds, including moneys borrowed under Sec. 47. There is no such person as *district treasurer* known to the law. The directors are under no bonds for the security of the funds. They may be the most honest and trustworthy men in the community; but this is not a question of private integrity, but of public trust and legal obligation. Upon no other points are the statutes more specific and restrictive than those which relate to the custody and disposition of public funds and the pecuniary trusts and obligations of officers. In respect to these matters a power must be considered as withheld, unless definitely conferred.

The township treasurer is under heavy bonds for the safe-keeping of all district funds. The supreme court has decided that his liability on his bond is not at all impaired even if the funds are lost by accident, or other cause beyond his power to foresee or prevent,—that his accountability is absolute and unconditional. Thus, the district is always safe, having recourse on the treasurer for loss or misapplication of its funds in whatever contingency. As the consideration for his risks and liabilities, the treasurer receives the emoluments of the office, chief of which are the commissions on the funds paid out and disbursed by him. The absolute safety of the funds, and justice to the township treasurer himself, are, therefore, the strong and sufficient reasons why *all* district moneys should be placed in his hands. Borrowed money is no exception to the rule, either directly or by warrantable inference. Section 67 is conclusive on this subject. All funds are to be "paid out" (of the treasury) "only on the order of the proper board of directors," etc. The blank order in Sec. 67 is directed to 'the treasurer', etc.; and how could he pay funds out that he had never received? It is believed that a careful consideration of the subject and examination of the law can lead to no other conclusion than that all district school-funds, including moneys borrowed under Sec. 47, must be turned over to the township treasurer, to be drawn out, as wanted, on the proper orders of the directors.

NEWTON BATEMAN, Sup't of Pub. Instruction.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.
☞ Post-Office Address—"595 West Washington St., Chicago." ☜

OUR NUMERAL FRAME.—It is constructed on the principle that, if such a piece of apparatus is a good thing in the teacher's hands, it would be better if placed in the hands of the pupil. For a child to see a thing done is well; for him to do it is better. The frame is constructed for the use of children just entered in the school, though it is equally well adapted to use in teaching all the tables. It consists of a single strip of inch board, 4 inches in width and of length adapted to the size of the class,—in this case about 23 feet. Into this piece, at intervals of 14 inches (that being the space occupied by a pupil standing in a class), are fitted arms, an inch square and 6 or more inches long, as the number of wires may require. These arms extend in only one direction from the strip to which they are attached. Through them, at intervals of 1 inch, wires pass the whole length of the frame. On these the balls are strung, in numbers to suit the wants of the class. The whole frame is suspended by a couple of strong cords passing over pulleys in the ceiling and attached to a weight of sufficient size to balance it. By means of additional pulleys, the position of the weight may be in such place as is most convenient to the teacher. Whenever the frame is not in use, it is raised high enough to be entirely out of the way; when needed, it can be lowered to suit the hight of the class.

In practice it works well. It embodies the principle of object teaching in numbers in a form convenient for use, and avoids the objections urged against loose beans or pebbles used for the same purpose.

TEACHING CONCRETELY VS. ABSTRACTLY.—The first principle of good elementary teaching is that it should be concrete, while our tendency is too much toward teaching abstractly. In and for itself, children will take small interest in the abstract Theory of Numbers: it is natural that they should do so, for it is one of the highest of abstractions. It is only when you teach them to employ it as an instrument to arrive at results that do interest them that they take pleasure in it; and gradually the pleasure will be transferred to the process itself. As in the elementary teaching of language, practice should go hand in hand with theory. Arithmetic should be employed as an

instrument not for the computing of those dreary pounds of sugar and gallons of molasses with which our school-books are filled, which are repulsive to the youthful taste *only* in the pages of arithmetic, but as an instrument to arrive at results in connection with their other lessons. It is surprising what a life and interest this will give to mathematical instruction. I have at home quite a book of interesting questions, which my boys and I have worked out together, taken from our geography-lessons, from elementary lessons in physics and astronomy, from the almanac, the directory, and the newspaper. I remember we ciphered out the number of acres a year's circulation of the *New-York Tribune* would cover, and the cube of gold which would be formed by a consolidation of the British national debt,—it was before we had one of our own to match it. W. P. Atkinson.

Solution.—1. Let a = the number of balls in the urn, m = the number of first drawings, and n = the number of second drawings. Since the balls are "each one white or black, but which is not known", they may be 1 white and (a—1) black; 2 white and (a—2) black; 3 white and (a—3) black, etc., to a white and none black; and the probabilities of a white ball m times running from each state are

$$\frac{1}{a}\times\frac{1}{a}\times\frac{1}{a}\times\frac{1}{a}\times \text{ etc., to } m \text{ times, } =\frac{1^m}{a^m};$$
$$\frac{2}{a}\times\frac{2}{a}\times\frac{2}{a}\times\frac{2}{a}\times \text{ etc., to } m \text{ times, } =\frac{2^m}{a^m};$$
$$\frac{3}{a}\times\frac{3}{a}\times\frac{3}{a}\times\frac{3}{a}\times \text{ etc., to } m \text{ times, } =\frac{3^m}{a^m};$$
$$\cdot \quad \cdot \quad \cdot \quad \cdot \quad \cdot \quad \cdot \quad \cdot \quad \cdot \quad \cdot$$
$$\frac{a}{a}\times\frac{a}{a}\times\frac{a}{a}\times\frac{a}{a}\times \text{ etc., to } m \text{ times, } =\frac{a^m}{a^m}, \text{ or } 1,$$

the event being certain if the last state existed (all the balls white). And the probabilities of the several states are $\frac{1^m}{1^m+2^m+3^m+\ldots a^m}$, $\frac{2^m}{1^m+2^m+3^m+\ldots+a^m}$, $\frac{3^m}{1^m+2^m+3^m+\ldots+a^m}$, $\ldots$, $\frac{a^m}{1^m+2^m+3^m+\ldots+a^m}$.

By the same reasoning, the probabilities of the proposed events (n more white balls) are $\frac{1^n}{a^n}$, $\frac{2^n}{a^n}$, $\frac{3^n}{a^n}$, $\ldots$ $\frac{a^n}{a^n}$; the different preceding states being successively supposed to exist; whence the actual probability which the observed event gives to the proposed is

$$\left(\frac{1^m}{1^m+2^m+3^m+\ldots+a^m}\right)\times\frac{1^n}{a^n}+\left(\frac{2^m}{1^m+2^m+3^m+\ldots+a^m}\right)\times$$

$$\frac{2^n}{a^n}+\left(\frac{3^m}{1^m+2^m+3^m+\ldots+a^m}\right)\times\frac{3^n}{a^n}+\ldots\ldots\ldots+\left(\frac{a^m}{1^m+2^m+3^m+\ldots+a^m}\right)\times\frac{a^n}{a^n};$$ which simplified is $$\frac{1^{m+n}+2^{m+n}+3^{m+n}+\ldots\ldots a^{m+n}}{a^n(1^m+2^m+3^m+\ldots+a^m)}.$$ In the example under consideration, $a=20$, $m=5$, and $n=2$; therefore the required probability is $$\frac{1^7+2^7+3^7+\ldots+20^7}{20^2(1^5+2^5+3^5+\ldots+20^5)}=\frac{263761}{335600}.$$ ARTEMAS MARTIN.

ANSWER TO 'QUERY' IN THE FEB. NO.— A board 1 ft. long and 1 ft. wide contains 1 sq. ft.; then a board 4 ft. long and 1 ft. wide must contain 4 times 1 sq. ft., which is 4 sq. ft. And if a board 4 ft. long and 1 ft. wide contains 4 sq. ft., then a board 4 ft. long and 3 ft. wide must contain 3 times 4 sq. ft., which is 12 sq. ft. B.

The above answer explains how there are 12 sq. ft. in the board, by using the unit of area, 1 sq. ft., as a starting point; but it does not answer the question, "How length multiplied by breadth produces area." Really there can be no such thing as multiplying a line by a line. Lines may be so combined as to inclose an area, and the size of the area will bear a certain relation to the length of the lines. The above expression is true in this sense.

PROBLEMS.— 4. Five men own a grindstone 7 ft. 9 in. in diameter. The stone tapers uniformly from centre to circumference, which is a sharp edge. The eye-hole is 4 inches square, and the *minimum* thickness of the stone *at the eye-hole* is 4 inches. If each man in succession grinds off his proportionate share of the stone, how much will each one diminish its diameter? O. S. W.

5. A thief entered a sheepfold in the night and stole half the flock and half a sheep more; the next night he came back and took half that he left the night before, and half a sheep more; and so continued doing for five successive nights, when but one sheep was left. How many sheep were in the flock at first?

6. A laborer agreed with his employer to work for him a year for $100 and a suit of clothes; but at the end of 7 months he became dissatisfied with his bargain and left, receiving $40 and the suit of clothes. Required the value of the suit of clothes.

7. Two travelers, A and B, set out on a journey; A took with him 5 loaves of bread, and B took 3. They were joined on the way by C, who had no bread, and all partook together equally. When they arrived at the end of their journey, C paid them 80 cents. How much of the money belongs to A, and how much of it belongs to B?
ARTEMAS MARTIN.

8. A merchant mixes two kinds of tea, which *cost* him 7 shillings and 11 shillings per pound, in such proportion as to gain 53⅓ per cent. by selling the mixture at 12 shillings per pound. Required the proportion. SIGMA.

EDITOR'S DEPARTMENT.

EDITOR'S CHAIR.

SALARIES OF TEACHERS.—"One of the surest signs of the condition of education in any community is the estimation in which the profession of teaching is held. Where low views of education prevail, the teacher is valued at a low rate, and his services are poorly paid. On the other hand, where elevated and enlarged ideas of the nature and ends of wise education are entertained, the true dignity of the profession is appreciated, and the importance of securing to it the highest talent and accomplishments is practically acknowledged by providing the requisite means for the attainment of the end in view. Measured by this standard, our progress as a state, it must be confessed, has not been so satisfactory as could be desired. By a comparison of statistics, it appears that in the course of twenty years the average wages of teachers, male and female, in this commonwealth have been advanced nominally about fifty per cent. If, in the mean time, the average wealth of the state *per capita* had remained stationary, and if the wages of labor in general had not been raised, this increase might justly be regarded as a gratifying proof of progress. But the facts in the case will scarcely justify such a conclusion. Within the period named, such has been the increase in the valuation that the ratio of taxable property to population has been doubled, so that in reality the compensation of teachers has not kept pace with our growth in material wealth. That the wages of labor of every other description, whether skilled or unskilled, professional or industrial, have risen more than fifty per cent. does not admit of question. The wages of male teachers average fifty-four dollars and seventy-seven cents per month. This rate does not exceed that paid to an ordinary journeyman mechanic. The six thousand two hundred and ninety-five female teachers receive an average of twenty-one dollars and eighty-two cents per month. It is more than probable that an equal number of females could be found in the state who are engaged in industrial occupations at a higher average rate of wages.

"These facts demand the serious consideration of the friends of popular education. Without good teaching a school is but a name. But good teaching can be had only from men and women of high ability and ripe culture; and to suppose that such men and women can be attracted to the laborious profession of teaching without adequate compensation is a fatal delusion. Poor schools can be had cheap, but good schools will always be costly; and if the character of our Public Schools is to be elevated and improved, if they are to be kept up to the standard of excellence required by an advancing civilization, affording competent instruction to every child, it is absolutely essential that the compensation of teachers should be raised in proportion to the general increase of wealth in the community. Teachers will correspond in their character and qualifications to the demands of public sentiment as expressed in the rate of salaries paid. The demand creates the supply. If there is a real demand for gifted men and

women, qualified by their intelligence and moral power to do the great work of education as patriotism and religion would wish it done, such men and women will not only be liberally paid, but they will receive other proofs of the consideration in which they are held, and thus they will be secured and retained in the profession. But while so many paths to wealth and promotion are open, while talent is invited through so many broad avenues to emolument and distinction, it is unreasonable, it is preposterous, to expect that superior persons — and only such can be good teachers — can, in sufficient numbers for the wants of the present time, be won to the arduous and responsible office of teaching without stronger inducements than have yet been offered. As to the pecuniary ability of the commonwealth to pay the teachers of her children, it is sufficient to state that at present only about one mill and a half on a dollar of valuation is appropriated to this object, and in the most wealthy cities the ratio even falls below this small fraction." Report of Mass. Board of Education.

A SMART BOY.—A few days ago a young school-mistress in the country was taking down the names and ages of her scholars, at the commencement of the term. She asked a little white-headed boy "Bub, how old are you?" He said "My name ain't Bub, it 's John." "Well," said the school-mistress, "what is the rest of your name?" "Why, that 's all the name I've got — just John." "Well, what is your father's name?" "You need n't put pap's name down, he ain't cummen to school any; he 's too big to go to school." "Well, how old are you?" "I ain't old at all, I am young!" Exchange.

OUR THANKS are due to Prof. W. P. Atkinson for a copy of his valuable address on 'Dynamic and Mechanic Teaching', delivered before the American Institute of Instruction at its annual meeting in New Haven, August 9th, 1865. An extract from it appears in the present number. W.

THE following are the ages of prominent English writers: Wilkie Collins, 42; John Rankin, 47; Charles Kingsley, 47; Tom Taylor, 49; W. H. Russell, 50; Anthony Trollope, 51; Charles Reade, 52; Robert Browning, 54; Charles Dickens, 54; Alfred Tennyson, 57; Archibald Alison, 66; Mark Lemon, 57; W. E. Gladstone, 56; Chas. Lever, 59; Bulwer, 61; B. D'Israeli, 61; Barry Cornwall, 78; T. Carlyle, 70; Lord Brougham, 86.

THE NATIONAL TEACHERS' ASSOCIATION will hold its next meeting at Indianapolis, commencing on the 15th of August. This announcement is made now in order that the various State Teachers' Associations can fix their times of meeting with reference to it. Full programmes will be published in due time.

J. P. WICKERSHAM, President.

KANSAS.—The following will give some idea of the progress made by the Kansas Normal School. Mr. Kellogg and his coädjutor, Mr. Norton, are evidently meeting with the highest success. They have our heartiest good wishes.

State Normal School.—The Normal School seems to be gaining rapidly in usefulness and public favor. It has now been in operation one year. Sixty students are in daily attendance. The present Legislature has appropriated to its use

$13,000 for the coming year. $10,000 is to be used in the construction of a suitable building, and the remainder for the current expenses of the school. Hon. I. T. Goodnow, Superintendent of Public Instruction, reports to the Legislature as follows:

"The school opened as an *experiment*, and is demonstrated a *success*. . . . . We have not a teacher in the state uninstructed in a normal school but might be benefited by attending at least one term. Several old teachers of high standing are now pursuing the regular course in this institution. For the education of teachers a better school does not exist west of the Mississippi."— *Report for* 1865.

The next term of this school begins on Wednesday, March 28th. Arrangements have been made so that several additional students can be accommodated with board in pleasant families and seats in the school. Tuition free for all teachers and those intending to teach. Text-books are also furnished for the use of students by the state. Applications and letters of inquiry may be addressed 'State Normal School, Emporia, Kansas'.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.—This institute consists of two departments: a Society of Arts, consisting of about three hundred members, which holds meetings twice every month during the winter; and a Scientific School, whose first annual catalogue contains seventy-two names. We clip the following with reference to it from the *Massachusetts Teacher:*

"The School of the Institute is designed, to use the language of the programme, 'first, to provide a full course of scientific studies and practical exercises for students seeking to qualify themselves for the professions of the Mechanical Engineer, Civil Engineer, Practical Chemist, Engineer of Mines, and Builder and Architect; and secondly, to furnish such a *general education* founded upon the Mathematical, Physical and Natural Sciences, English and other Modern Languages, and Mental and Political Science, as shall form a fitting preparation for any of the departments of active life.' The minimum age of admission is sixteen, and the regular course of study extends over four years, for the first two years of which the studies are the same for all, while during the last two each student is allowed to devote himself more particularly to the studies belonging to his profession,—without, however, neglecting those which form an essential part of the general training of every well-educated man."

A SPITEFUL Virginia newspaper, feeling uncomfortable under the terrible threshing which the Yankees have given the F.F.Vs., breaks out as follows:

"Our private opinion and belief is that there are authentic documents now in the library of Yale College — or will be there when needed — to prove that Bunker-Hill Monument marks the site of Babylon the Mighty; that Carthage was no more nor less than Portland, Ostia Nahant, and Boston, in fact, Athens; that Homer was professor of Belles-Lettres at Harvard, and Palinurus a member of the Cambridge Yacht Club; that Priscian taught a grammar-school at Montpelier, and Archimedes was a private tutor of chemistry in Concord; that St. Peter was a Cape-Cod fisherman, and St. Matthew a collector of the internal revenue at Stonington; that Phidias owned a brown-stone quarry in Maine, and Socrates founded the *Atlantic Monthly;* that the Academia was the walk under

the yew (elm?) trees at New Haven, and the Colossus of Rhodes a statue which strided from Nantucket to Martha's Vineyard; that Plymouth Rock is all that is left of the Tower of Babel, and the Connecticut river ran through Paradise; that Stonington is the site of Tyre, and Merrimac fast colors the dyes that made that city famous; that the old Temple of Diana at Ephesus was not burned, but is now Faneuil Hall, and that Herodotus and Wendell Phillips were the same person; that the fable of Romulus and his brother being suckled by a wolf (*lupus*) arose from the circumstance that their mother was the first Vermonter who *looped* her dresses; that Mercury was the ancient name of Ben Butler's family, and that, like every thing else in New England, the family had gone on perfecting itself from the start; that the sun shines six hours per diem more on that favored spot than on any other between the poles; and that Noah's family were so much elated at an alliance with the Websters of Massachusetts that they got up a dictionary to commemorate that fact; that St. Patrick was Head-Centre of a Fenian circle in Bangor, and St. Andrew kept a distillery in Lowell; and, finally, that the millenium will begin in Boston, and will not be allowed to extend beyond its limits, except by a two-thirds vote of the tax-payers of that heavenly city, excluding all who have at any time in their most secret thoughts expressed a doubt of the propriety of hanging Jeff. Davis and General Lee on a sour-apple tree."

Even so; and we rejoice that you begin to have some glimpse, imperfect though it be, of the greatness of New England.

An Illinois Member of Congress Visits his Old Home in Massachusetts.—On Tuesday evening, January 2d, the ladies of Hamilton gave a tea-party, at which the citizens generally availed themselves of the opportunity to give a welcome to the Hon. Samuel W. Moulton, member of Congress from Illinois, formerly of Hamilton. There was a full turnout of young and old, and many came from the neighboring towns, so that the meeting-house presented quite a lively sight when the distinguished guest was introduced in a few complimentary remarks by Hon. Allen W. Dodge, who presided on the occasion.

The facts were stated that Mr. Moulton, though not born in town, was raised here and received his education solely in its district schools; that he went West over twenty years ago, studied law, and entered on the practice of his profession at Shelbyville, Illinois; that as a member of the legislature he took an active part in introducing into that state the common-school system of New England, and in establishing a normal school there, one of the largest and best on the continent, and that he was now president of the board of education. Most cordially was he welcomed back to the scenes of his childhood, to his schoolmates and early friends—to all that used to know him and who now felt themselves honoring one of their number who had achieved so proud a position.

Mr. Moulton, on rising to respond, was received with great applause, and was evidently taken by surprise at the enthusiastic greeting. In his reply he was at times nearly overpowered by his feeling. He showed not only his warm attachment to the town and its people, his gratitude for their remembrance of him, his appreciation of their kindness, but proceeded to recite at some length the benefits his early training had been to him in the great battle of life. Whatever suc-

cess or honor he had attained were all owing, he said, to the schools of New England. He spoke of the inducements to young women to emigrate to the West, and gave his views on the responsible work of reconstruction in which Congress is now engaged, expressing the most hopeful feelings as to an early adjustment of all constitutional difficulties, and closed his remarks by again thanking the company for their cordial welcome. Salem (Mass.) Gazette.

HOME PRODUCTION.— According to the census of 1860, Illinois produced only six bales of cotton, or from 2,500 to 3,000 pounds. Three years later there were shipped at her railroad stations 100,000 pounds, the next year 400,000, and last year 1,600,000. The total yield, however, for 1865, is estimated at 5,000,000 pounds, or 10,000 bales — twice as much as was exported annually from the whole country at the beginning of the century, twice as much as grown by Kentucky, and nearly as much as by Virginia, in 1860. The laborers engaged in cultivating this staple are mostly negroes, familiar with the process. The cotton itself is said to equal that of Tennessee in quality.

FIVE years ago five living Presidents of Harvard University were grouped upon one photographic plate — Quincy, Sparks, Everett, Walker, and Felton. The recent death of Mr. Sparks leaves but one survivor — Dr. Walker.

PROFESSOR JOHN ZUNDEL, who has been associated with Professor Fargo of the 'Northwestern Academy of Music, Bloomington, Ill.', has issued a prospectus for 'The Western Conservatory of Music, Dayton, Ohio'. Mr. Zundel is well known in the East as an organist second to none in the country.

ST. LOUIS.— The Board of Education of the City of St. Louis has been empowered by the State Legislature to levy a tax not exceeding one half of one per cent., for school purposes, on all the taxable property of the city each year.

MASSACHUSETTS NORMAL SCHOOLS.— The school at Salem has just graduated two young ladies from the advanced and fourteen from the regular class; that at Framingham twenty-six young ladies; and that at Bridgewater twelve ladies and two gentlemen. These schools send out two classes each year.

A MYSTERY.—

The gentlemen who smoke declare
Tobacco calms the fevered brain,
At once dispels the clouds of care,
As sunshine banishes the rain.
Of all strange things the strangest yet,
The more they *fume*, the less they *fret*! S.

WHY DOES A LADY BLUSH?— "The mind communicates with the central ganglion; the latter, by inflex action through the brain and facial nerve, with the organic nerves in the face, with which its branches inosculate." London Medical Gazette.

Clear as mud.

WHY DOES THE EYE RESEMBLE A SCHOOL-MASTER IN THE ACT OF FLOGGING?— It has a pupil under the lash.

THE MICHIGAN NORMAL SCHOOL graduated a class of twenty, Thursday, March 8th.

QUESTION FOR A WORKING GARDENER.—

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LOCAL INTELLIGENCE.

EXAMINATION FOR STATE CERTIFICATES.—The next examination for State Certificates will be held in the City of Chicago, at the office of the Board of Education, 76 Lasalle street, commencing Tuesday, April 24th, at 10 o'clock A.M., and continuing two days. The requirements are the same as at the last examination, in December, 1865.

CHICAGO.—The subject of greater school accommodations is just now the question of chief educational interest. The board of education have referred to committees the plan of erecting branch-buildings in several of the over-crowded districts, with power to close the schools now kept in buildings unfit for the purpose.

Oscar Faulhaber, teacher of French and German in the High School, has handed in his resignation, which has been accepted by the board. Mrs. Pauline M. Reed, of the Washington School, succeeds him temporarily.

The sixth annual commencement of Hahnemann Medical College took place on the evening of March 1st. Twenty-six graduates received the degree of M.D. Illinois furnished 11; Wisconsin, 7; Michigan, 3; and Indiana, Ohio, Iowa, New York, and Canada-West, one each. The valedictory was delivered by Prof. Rodney Welch; subject, 'Chemical Commerce and its Commodities'.

At the March Institute an essay was read by Miss N. Ella Flagg, of the Training School connected with the Normal School, on Primary Instruction in Arithmetic and Oral Lessons. The essay contains sensible ideas concerning the object of education, and valuable hints as to how to carry them out in practice. We hope to lay a part of it at least before our readers in a future number. An essay was also read by Mr. Ingalls, of the Jones School, on 'Prizes in School'. The manner in which teachers should spend their time at recess was discussed by Mr. Spofford, of the Foster, and Mr. Mahoney, of the Wells School.

The 'Course of Instruction' for the schools is undergoing a revision.

J. F. Eberhart, School Superintendent of Cook County, purposes holding an Institute in this city commencing April 23, to continue through the week.

A few months since we were called upon to record the death of one of the

earliest advocates and strongest friends of popular education in the West—Flavel Moseley. A like sorrowful task falls to our lot at the present time. Luther Haven, Esq., for a long time prominently connected with the educational interests of this city, died on the 9th ult. Mr. Haven was born in Framingham, Mass., in 1807. His early education was such as is generally given to farmers' sons—alternate working on the farm and attending the district school until such an age as the course could be changed to attending school one season and teaching at another. In 1831 he entered a private academy at Ellington, Conn., as teacher, where he continued till 1834. At that time he accepted the appointment of teacher in the English and Mathematical Department of Leicester Academy, an institution then ranking as one of the first of its class in the United States. He filled this position, first as teacher, then as principal of this department, till 1845. He then engaged in mercantile pursuits in his native state. Regarding the West as furnishing a broader and better field for a man of his calling, he came to Chicago in 1849, and here has since been his home. Mr. Haven soon became actively interested in the management of the schools of the city, and to his intelligent counsel and long-continued labors they are largely indebted for their efficiency and excellent character. He was for several years president of the board of education; and as a fitting reward for his long service in that capacity, one of the largest schools of the city received his name. As an evidence of the rapidly-increasing amount of labor and responsibility connected with the management of the educational interests of the city, it may be remarked that, during the time that he was officially connected with them, the schools increased from a total number of 6,826 in 1855, to 17,521 in 1862.

Mr. Haven died at the age of 59. He was a man of sterling integrity, a good citizen, and a faithful, conscientious public servant, and in all these positions he was actuated by the motives of a high moral character. There are scattered throughout the West many who will learn with sorrow of the death of their former friend and instructor. W.

GENESEO.—That the people of Geneseo feel an interest in their public schools is evidenced by the full attendance upon the annual examinations. This year, as usual, the several rooms were crowded to their utmost capacity during the entire week. Many of Mr. Burlingham's classes in the High School were examined by clergymen or other professional men present. On Thursday and Friday evenings an exhibition was given, in the course of which Mr. B. introduced a portion of his class in gymnastics, to the evident gratification of the audience. The receipts were nearly $200, and the net amount goes to purchase books for the school library.

MONMOUTH.—The board of directors of the public schools in Monmouth have been at work energetically of late striving to make the schools as effective as possible. Constant and prompt attendance on the part of the pupils has been required, and healthful regulations with regard to other things made and enforced. As a natural result of this, some felt that their rights as citizens and tax-payers in a free country were infringed upon; and these called a meeting in the Court-House, March 2, "to express public sentiment in regard to the management of the Public Schools of the city, and the rules and regulations govern-

ing the same." The friends of the present order of things, however, turned out in good numbers, and the course of the directors was emphatically indorsed. The following resolutions were passed:

Resolved, That the efficiency of our public schools depends in a great measure upon the encouragement shown to teachers, and others concerned in the control and management of the same by the public.

Resolved, That we as citizens will do all in our power to uphold and sustain the teachers and officers of our public schools in their endeavors to build up the laws, and for that purpose will aid and encourage the enforcement and observance of all rules and regulations adopted by the board of public instruction while the same may be in force.

Resolved, That in our opinion the rules adopted by the board and now in force are generally calculated to benefit the schools; and while time may show defects in some, we would recommend the board to give them a fair trial on their part, and to the citizens we would recommend that whenever any rule is found to work injuriously to their children, or those under their charge, that they so report to the superintendent or the board of instruction.

Resolved, That in our opinion much harm is done to schools and their influences materially injured by an intemperance in speaking of and concerning the same, and particularly by harsh language of and concerning those in authority in the same, either as teachers, superintendents, or officers of the schools, by which the respect due from the scholars to those in authority is destroyed, and that we will as much as in us lies discourage all such conduct in future — that we will in all cases commend when we can conscientiously find any thing to commend in teachers, superintendents, and all others in authority — that we will, when compelled to find fault, do it in seriousness and charity, determined that no captious, fault-finding spirit on our part shall render the free schools of Monmouth less useful than they otherwise would be.

NOTICES OF BOOKS, ETC.

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We have before us a book entitled 'Spencerian Key to Practical Penmanship'; and though we have never been of those who believe that all a man's moral characteristics and mental training can be seen at a glance in the chirographic curves and straight lines by which he expresses his thoughts upon paper, we have been struck as we have looked over the pages of this book with the beauty of this system, and, with what is more important than this in making it valuable for the school-room,— its simplicity. The number of 'principles' is only eight, and these, easily made by themselves, in their various combinations, are all that are used in the most ornamental of the copies of the system. But we need not call attention to the excellences of a system of penmanship which has been before the public eighteen years, and is so well known all over the country as the Spencerian.

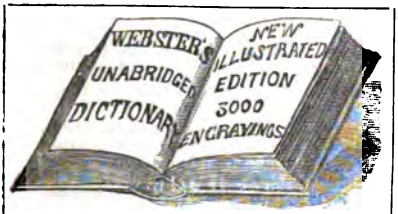
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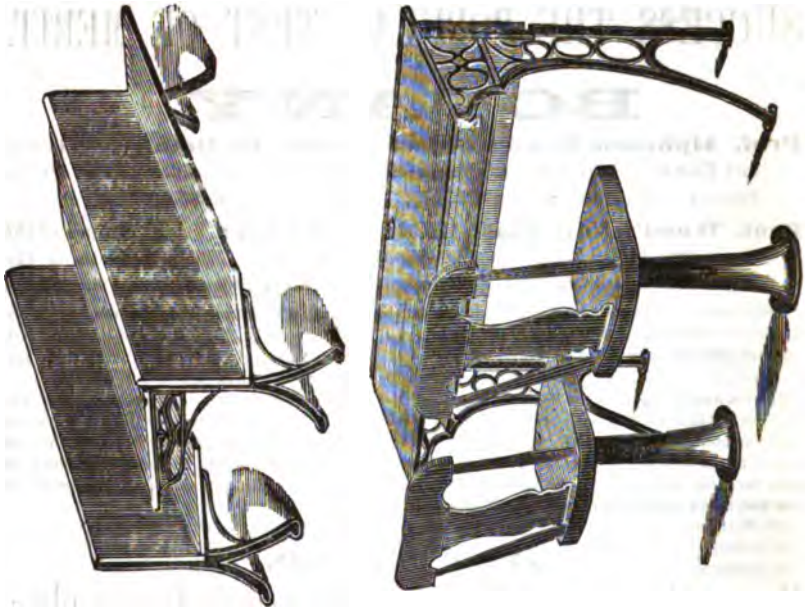
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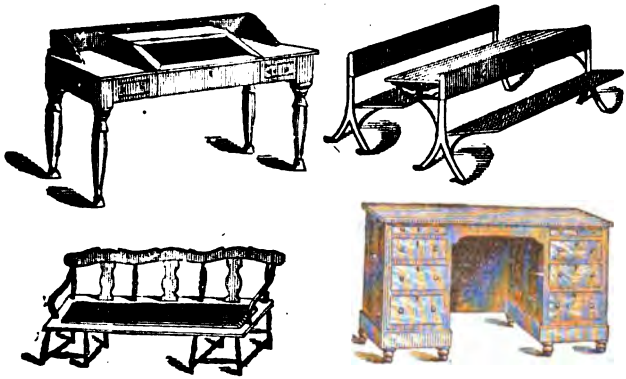
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The Little Corporal is conducted with a great deal of tact, taste, and care. Either this paper or *Our Young Folks*—and it would be hard to choose between them—would prove a welcome present for the children.—The Nation.

It should be in every household.—N. Y. Teacher.

It is now, as it has been, *the* child's magazine of the country.—Norwich (N. Y.) Telegraph.

The brave, beautiful and good *Little Corporal* conquers all.—Vermont State Journal.

The best evidence, after all, that he suits the young folks is, that they hardly get through the reading of one number before they begin to inquire "When will *The Little Corporal* come again?"—Portland (Maine) Price-Current.

The Little Corporal is at hand. There never was a better paper printed for children. We should desire no better monument to leave behind us in the world than the gratitude of the little folks who read this paper, all the way from Maine to Oregon.—Bloomington (Ill.) Pantagraph.

It is a gem. Chaste, elegant and excellent in its every department.—Lancaster (Pa.) Republican.

After a carefnl examination, we can cheerfully say of *The Little Corporal* that it deserves all the praise that has been lavished upon it by the press every where.—Philadelphia Episcopal Recorder.

The Little Corporal for one year will do the child-ran more good than a quarter's schooling.

The above are only a tithe of the many beautiful notices our young soldier has received.

Address **ALFRED L. SEWELL,**

Care of Dunlop, Sewell & Spalding.....**CHICAGO, ILL.**

1871, Sept. 27.
Gift of
Prof. Wm. P. Atkinson,
of Cambridge.
(H. 16. 1835.)

ILLINOIS TEACHER.

VOLUME XII. MAY, 1866. NUMBER 5.

ORAL INSTRUCTION.*

No branch of instruction in our schools is so differently viewed as 'Oral'. One will say "It is well enough if you have the time"; another, "The more you teach it, the better you will like it"; a third will, without a moment's hesitation, affirm that Oral is a humbug.

I do not propose to discuss the opinions of these different classes, but to look at the method and aim of two classes of teachers. We are told that the aim of Oral is to cultivate the faculties—perceptive, conceptive, and reasoning. But if the methods of teaching Oral, as generally practiced, were examined, it would be found, in the majority of of cases, that memory is the faculty cultivated, or, rather, used. A teacher has a class promoted to her. It is just commencing a new grade. She sees before her a group of children, into whom is to be poured Spelling, from *a* to *b*; Arithmetic, from *c* to *d*; Reading, from *e* to *f*; and Oral, about *x*, *y* and *z*. It is the manner of depositing *x*, *y* and *z* that we are to consider. Within those brains is something resembling writing-paper in its use. There is an avenue leading to that paper, through which all this is to be poured. And what is it? A vast amount of facts, gathered from books by the teacher and arranged in the form of a composition. That which the teacher is pouring in is like ink. If carefully put upon the paper, it will leave clear, bold, lasting lines; but if poured upon it with no skill, it will leave mere daubs: blots and illegible characters will be the result. A lesson on 'The formation of the Secondary Colors'. is given. The teacher has gathered the facts and proportions necessary, and arranged

* An extract from an essay read before the Chicago Teachers' Institute, March 10th, 1866, by Miss N. ELLA FLAGG.

them in a set form. A short, rambling conversation is held, and then the teacher's composition is written on the board for the children to learn. The conversation is not for the benefit of any one; it is carried on because 'it is customary'. So well aware is the teacher of this fact, that she feels considerable diffidence about sustaining it in the presence of visitors, and usually substitutes Singing for Oral, if a stranger be in the room.

We will now look at the aim and method of the other teacher. Suppose the situation of her class be the same as of the one just considered. In stead of seeing before her children into whom is to be poured x, y and z, she sees minds that have been cultivated to a certain point, and understands that in her hands the cultivation is to be continued to a given one. She knows that the plant has hardly commenced to grow, and that she, by a lack of careful training, may not only check its future growth but destroy that which has already been attained. A lesson upon the same subject as before is given. First, by reference to various examples, she develops the meaning of the terms 'parts' and 'equal'. Then, in the presence of the class, she takes the necessary proportions of each primary color and puts them in a saucer, in readiness for mixture. Every child in the class has interested himself to count the parts as they have been placed in the saucer. At the pupils' dictation, the proportion of the contents of the dish, "8 parts blue and 3 parts yellow", are written on the board. The colors are mixed, and the result, *green*, is exhibited to the class. Now they are ready to complete the sentence commenced on the board; "8 parts blue and 3 parts yellow make green." After all the secondary colors have been formed, the pupils are ready to draw the distinction between the terms '*primary*' and '*secondary*'.

Who can doubt that of the two methods the latter is preferable? for it tends to accomplish the great object of education—the cultivation of the faculties of the mind.

It is thought by many that the subjects in 'Oral' are relatively too numerous. We do not deny that this objection has weight, but we do protest against the cramming process in order to hurry classes through the grade. Let a longer time be taken to do the work in; more time, if necessary, be devoted to Oral than to any other branch; but, by all means, shun the process that ruins memory, and leaves in idleness perception, conception, and reason.

JARED SPARKS.

THIS venerable scholar, eminent alike in the field of historical literature and as a practical educator, died at his residence in Cambridge, March 14th, after a brief illness. For the following sketch of his life we are largely indebted to an appreciative biographical notice in the *N. Y. Independent.*

The public career of Mr. Sparks presents many points of interesting notice. He was one of the numerous self-made men in our community, who have arisen from humble circumstances to positions of wide influence and brilliant renown. With no advantages of birth or family connections, he won an enviable distinction in the field of letters, and was the object of universal love and honor in a large social circle, for the singular integrity, purity and sweetness of his private character. Mr. Sparks was born in the little village of Willington, Connecticut, May, 1789, a month or two after the establishment of the Federal Government, to the illustration of whose history so important a portion of his life was devoted. He received the rudiments of his education at the district schools of that place, and during his boyhood was engaged in the usual labors of a farm. As soon as he was old enough to handle the jack-plane and broad-ax, he was taken into a carpenter's shop, and soon became a proficient in the ordinary operations of the trade. At the same time he had an intense thirst for knowledge, and every moment that he could save from manual labor was given to books and study. It is related that on one occasion he shingled the roof of a house belonging to a worthy clergyman in return for instruction in the Latin Grammar. It was not long before he attracted the attention of the neighbors as a lad of extraordinary promise. He was encouraged in the hope of attaining a collegiate education, and at length became a member of the Phillips Exeter Academy, then under the charge of the celebrated classical instructor Dr. Benjamin Abbott. Among his fellow students at Exeter were John Gorham Palfrey, who was his classmate at Cambridge, and George Bancroft, who was later by two years, both of whom have since shared with him the highest distinction as laborers in the same field of American history. The intimacy which was formed by those eminent men with each other at that early age ripened into a singularly cordial friendship in subsequent life, which did not lose its freshness or its charm with the lapse of years.

Mr. Palfrey's dedication to his friend of one volume of his 'History of New England' furnishes a touching memorial of their personal and literary relations, and is equally honorable to the character of both.

It was not until he had reached the age of 22, a period when most of the graduates of Cambridge have already commenced their professional studies, that Mr. Sparks entered Harvard College. He at once took a high place in a class of unusual talent. In the more rigid branches of study he had scarcely a superior. He held a highly respectable rank in the classics, but his strongest predilections were for mathematics and natural philosophy, for the pursuit of which he possessed peculiar advantages in the comparative maturity of his age. His memoir on the physical discoveries of Sir Isaac Newton, which gained the Bowdoin prize in his senior year, is still remembered among the traditions of the University as a masterpiece of analytic exposition, philosophical method, and lucid and exact statement. His diligence in study, his attention to collegiate rules, and his admirable disposition, made him the object of general confidence and love, alike with his classmates and instructors. With the genial President Kirkland, who was at that time in the brightest flush of his splendid academic career, Mr. Sparks was always a special favorite. From the first, Dr. Kirkland recognized the rare qualities of his pupil, and was fond of predicting the distinction of his future course.

During his college course Mr. Sparks taught for a time a small private school at Havre de Grace, Maryland, and while there served a short time in the militia called out to repel an anticipated attack by the British.

After his graduation with high honors in 1815, Mr. Sparks commenced the study of theology at Cambridge, and for two years was also college tutor in mathematics and natural philosophy. In 1819 he became minister of the Unitarian Church in Baltimore, where he remained about four years. He engaged with zeal in religious controversy, but without bitterness. During his stay in Baltimore he published two theological works, and established and edited a religious periodical. His health failing, he relinquished the clerical profession, once more taking up his residence in Massachusetts. From that time his life was devoted to literary pursuits and teaching. He was the sole proprietor and editor of the *North-American Review* for seven years. His services as editor of the *Review*, and his contributions to American history and biography, are too well known to require recapitulation here. No scholar in this country has presented a more

praiseworthy example of industry, perseverance, and faithful endeavor. He was wise in the choice of his subjects, and conscientious and thorough in their treatment. No degree of labor could divert him from the execution of his task. With no morbid passion for fame, he was content to apply his fine powers to the performance of duties which gave him no brilliant prominence in the public eye. Amid the glare and rush of American life, his career of quiet energy and faithful working deserves to be held in grateful and honorable remembrance. He was known at first by his zeal and vigor as a religious controversialist. But he had no sectarian tendencies in his nature. His efforts as a partisan were merely the accidents of his position. After leaving Baltimore he was little known as a theologian. He gradually lost his interest in dogmas, but never ceased to cultivate the virtues of the Christian life. He was no friend to innovation; he loved to cling to the ancient landmarks; he had no sympathy with extreme movements, whether in religion or politics, and his conservative tastes evidently gained strength with the habits of years. All of Mr. Sparks's historical and biographical writings are distinguished by thorough research, candid judgment, dispassionate criticism, and accuracy and simplicity of style.

From 1839 to 1849 Mr. Sparks was McLean Professor of History at Harvard College, and President from 1849 to 1852, fulfilling the duties of these stations with eminent ability, without intermitting his literary labors.

Mr. Sparks was a man of remarkable simplicity of character, and of modest and unaffected manners. His fairness of mind was proverbial. The sweetness of his spirit was never impaired by external perturbations. He made no enemies, and all who knew him were his friends. His last years were passed in serene and dignified privacy, although he never ceased to be prized in the choicest social circles for his rich store of intelligence and the frankness and amenity of his conversation. If he was not the man to take the public by storm with the gifts of imagination and eloquence, he has left the remembrance of a beautiful scholarly life, which it is of wholesome influence to cherish.

The literary and pedagogic guilds alike are ennobled by the example and memory of so faithful, honest, unselfish and conscientious a worker.

LIBERTY and republicanism can be built on no other solid foundation than intelligence in the whole mass of the people.

IN MEMORIAM.

CHARLES FRANCIS CHILDS, DIED IN ST. LOUIS, FEB. 15, 1866.

The oak, that in his majesty o'erspread
The humbler trees which clustered in his shade,
To Winter's bitter blast has bowed his head,
And, prostrate fallen, on the earth is laid.

Untimely fall! struck down in manhood's prime
From the proud zenith of his well-earned fame,
We, who admired his constancy sublime,
Would weave our chaplet round his honored name.

Above the new-made grave we sadly bend,
Where all was mortal of our brother lies;
The manly man, our tried and trusted friend,
Who now to earthly scenes has closed his eyes.

That heart, once warm in sympathy with ours,
No more shall wake the glad, magnetic thrill;
The joyous sharer of our sunny hours
No more our minds with many fancies fill.

That beacon-light, which sent its beams afar,
Is quenched by wiser than a human hand;
Plucked from our firmament its brightest star,
To shine for ever in the Better Land.

His warfare ended, in his course sublime
Our bravest warrior lays his weapons by,
And leaves the narrow 'bank and shoal of Time',
For the broad ocean of Eternity.

From all life brings of trouble and of fear
Our gallant brother now has found release,
And, while we weep beside his honored bier,
Drinks from the fountain of perpetual peace.

In manhood's glory to the grave consigned,
Ere Age one snow-flake on his brow had shed,
Can Death's cold touch have chilled that glowing mind?
Or crushed the aspiring soul beneath his tread?

While sluggards slept, he bravely sought to gain
The goal to noble workers ne'er denied,
Who leave the noxious vapors of Life's plain
For Fame's far summit towering in its pride.

The tireless Teacher! whose unbending will,
For ever active in the quest for truth,

Played on his pupils' hearts with matchless skill,
And roused to worthy deeds the mind of youth.

Scorner of meanness, hater of pretense,
Bold to avow convictions all his own,
He pierced Deception's veil with keenest sense,
And dared, when Conscience bade, to stand alone.

Though sculptured pile, above his silent dust,
With tongue of marble ne'er his fame should tell,
The souls he stirred and waked to manly trust
Will keep the record of his labors well.

Father of Waters! whose majestic tide
Pours to the tropic sea the polar snows,
A noble soul has fallen by thy side;—
Murmur a requiem for his sweet repose!

Father of Worlds! our errant footsteps lead
Up the steep path our brother bravely trod;
Make us the lesson of his life to heed!
Bring us, tired toilers, home at last to God!

S.

A COURSE OF STUDY FOR COMMON (OR COUNTRY) SCHOOLS.*

In preparing this paper, we have taken for granted that there is a best course of study for the Public Schools, and that this course, so modified as to be adapted to the particular circumstances of each, is applicable to those of the city and country. While we take into consideration the amount of labor and the number of classes that the teacher of a country school is liable to have thrust upon him, we also take into consideration that every school may be made a graded school (meaning by a graded school one in which scholars that are together in one leading study shall recite together in all); and that the more perfect the grading, the more efficient the instruction may be made, and the more may be accomplished.

The Public Schools have been called the 'People's Colleges', and while in these the great masses, those who hold in their hands the destinies of the country, receive all the education they ever possess, many college graduates, professional men, and statesmen, lay there the basis of their education. In order to meet the wants of these differ-

* A paper read before the State Teachers' Association of Indiana, by Levi Wright. Republished from the *Indiana School Journal*.

ent classes, a course of study for the country schools should be both complete within itself, and be preparatory to a more liberal education. Taking for granted that the branches which should constitute this course are enumerated in the Indiana School Law, and that they should follow each other in that order in which they can be most readily mastered by the child, we would propose the following:

Every common school may be arranged into seven grades or classes. These, for our present convenience—though we should use no such distinction in the school-room—we will designate by the first seven letters of the alphabet. Of these grades, Reading should be made the basis of the first five, Arithmetic of the last two.

The scholars in *Grade A* should commence and complete the First Reader, spell reading-lessons, write on slate, and have exercises in counting.

Grade B should commence and complete the Second Reader, spell the reading-lessons, write on slate, and have exercises in reading and writing numbers.

Grade C should commence and complete the Third Reader, spell the reading-lessons, write on slate, continue their exercises in Notation and Mensuration, commit the tables in Addition and Multiplication, and have intellectual exercises under each.

Grade D should commence and complete the Fourth Reader, spell reading-lessons, and also from spelling-book, write with pen, have slate exercises in Arithmetic through the fundamental rules, commit the tables, and have mental exercises in compound numbers, and commence Geography.

Grade E should commence and complete the Fifth Reader, spell, write, review simple and complete compound numbers, and study Geography and a Primary History of the United States.

Grade F should read in the Sixth Reader, write, complete Arithmetic through common and decimal fractions, complete Geography, and commence English Grammar.

Grade G should write, review and complete English Grammar, study an elementary work on Physiology, and a School History of the United States.

Throughout the entire course, instruction in the branches named, and in all others which we shall hereafter mention, should conform as nearly as possible to object-lessons. We have arranged this grading with reference to McGuffey's Series of Readers, though not from any preference. If any other series be used, a corresponding change should be made in the grading.

READING is, without doubt, the most important of the common-school branches, and the greater portion of the time of the child, while in the first four grades, should be given to the reading-lessons. The habits of reading are formed in the Primary Readers. Every thing that is done in this should be thorough. Each word, each sentence, each lesson, should be thoroughly mastered before passing to the next. By this we do not only mean that the words should be readily pronounced, but that every sentence should be read with the proper intonation of voice. Punctuation should be taught with reading from the first.

SPELLING should be taught with reading. Every reading-lesson should constitute a spelling-lesson; nor should it be considered perfect until every word can be readily spelled. For the first three grades the use of a spelling-book will only be an unnecessary expenditure of time; and if it is afterward introduced, it should only be in addition to the exercises from the reading-lessons. The meaning and use of words should accompany the spelling. In this, as in reading, whatever progress is made must be made early in the pupil's course. In this connection the elementary sounds of the language and Phonic Spelling may be taught.

WRITING should occupy a more prominent place in the common school than it does; for, after reading, it is second to no other branch in practical importance. It should be commenced by scholars on entering the school-room, and be continued while they remain there. Scholars in the first three grades may place their reading-lessons, also sentences of their own composing, on their slates, not in printed letters, but in script. Besides simply learning to write, this exercise has a number of advantages, but this one is sufficient to entitle it to a place in the school-room. The remainder of the school should practice with a pen, and should be divided into two classes, both reciting at the same time.

ARITHMETIC should be a leading study in a common school, but there is no good reason why it should absorb the pupil's time to the neglect of other and equally important branches. Neither is there any good reason for teaching Intellectual and Written Arithmetic in the advanced classes separately. They are essentially but one study, and should be allowed to occupy the time of only one.

GEOGRAPHY.—While Arithmetic relatively absorbs more, Geography occupies less time than it should. The smaller children may be taught a great many interesting and useful facts concerning the Geography of their own neighborhood, township, county, and state; and it should be remembered that what is fixed in the mind of a child is never forgotten. To aid the teacher in this work, every school-room should be furnished with a map of the county and state. Geography, as a study, should be commenced by the Fourth- and completed by the Sixth-Reader class. The physical geography of each country should be taught at the same time with the civil, and both fixed in the pupil's mind by illustrations from history and by map-drawing.

GRAMMAR.—The correct use of language, the construction of sentences, and the distinction of the parts of speech, may be taught orally to scholars of all grades. But we think that Grammar, as usually treated in our text-books, should not be attempted until the pupil's mind has sufficiently matured to comprehend the principles and, to some extent, the philosophy of the language. A Primary Grammar, as such, should never find a place in the school-room. The two higher classes may give their attention to this branch, but we think younger pupils may spend their time to better advantage.

PHYSIOLOGY.—Of Physiology we may say the same as of Grammar, that while very young pupils may be made acquainted with the general principles by means of object-lessons and oral instructions, and while the laws of health may be taught and enforced as far as they may apply to the school-room, by securing good ventilation and healthy exercise, and while we consider it one of the most important branches taught in common schools,—as a separate study it should not be attempted, except by the more advanced scholars.

HISTORY.—If the principle enunciated by Agesilaüs be correct, that 'boys should study what they are to practice when they become men', then history should occupy a prominent place in a common-school education; for, though it may not be a great auxiliary in the manufacture of dollars and cents, no common-school study will do so much toward awakening a feeling of the responsibility of American citizens, or toward inculcating a love of country, as history. With a very small expenditure of time, scholars may be made acquainted with the dates of some of the leading events in history, while their imagin-

ations may be made to kindle and glow with enthusiasm by reading to them accounts of the illustrious dead, either of our own or other countries.

History should be taught in connection with Geography, because by association the facts of each will be more readily remembered. The Fifth-Reader class should study a Primary History of the United States at the same time that they study the Geography of the same. The advanced class, which we have marked Grade G, should study a larger school-history, the United States Constitution, and our system of Government.

One other branch of History should receive especial attention in the school-room. The law provides that the use of the Bible shall not be prohibited. This makes it the privilege as well as the duty of the teacher, not only to teach the great principles of morality found therein, but also to make his pupils acquainted with the leading historical portions of the Old and New Testaments, both by reading and oral instruction. In teaching History, the aim should be to make the pupils familiar with a few leading facts, and to awaken an interest which will induce them to prosecute the study outside the school-room.

Having considered each branch enumerated in the school-law, and assigned it what we consider its relative place and order, the question arises Shall any thing more be added? This is simply a question of time. We believe it to be the object of the common schools to give instruction in the common-school branches,—and these should come first. If the pupil has completed these, there would be no objection to his studying Algebra, provided the teacher could give the necessary time without neglecting other and more important duties. The same might be said of Latin, or German. We believe, however, that the teacher's duty is first to the *common-school branches* and to the *scholars* studying them, and that if he faithfully discharges his duty here, he will have little time for additional classes.

MISCELLANEOUS.—But while we believe no teacher can do his work well and hear a greater number of classes than we have assigned —and we have assigned as few as possible to include all that is contemplated in the school-law,— there are a great many subjects which should be brought to the attention of the pupil by means of general exercises and oral instruction. Exercises throughout the course should be given in Declamation and Composition. Music should receive more or less attention, and no general exercises will be attended with

better results than singing. Frequent exercises should also be given to scholars of all grades in Drawing. Among other branches which can not enter the school-room as regular studies, and yet upon which general instruction should be given — either incidentally in connection with other recitations, or to the whole school in the form of object-lessons,— we would mention those of Solar Geometrical lines, figures and solids, Botany, Natural History, Meteorology, Philosophy, Chemistry, and Astronomy.

Finally, throughout the entire course, the teacher should have special regard to the health, manners and morals of his pupils. On this, while we have not time to enlarge, we *emphatically* insist.

SHALL I BECOME A TEACHER?

Some men are paid for their labor wholly in money; some men partly in cash, and partly in self-respect and the approbation of others. Some men receive, with their money, curses and contempt from others, remorse and ruin in themselves. Some men risk their reputation and some men risk their lives in their occupation.

There are men, women and children enough in this country, who live by stealing, to constitute, were they gathered together, a populous village. Could they be assembled, it would pay a physiognomist, phrenologist, or philosopher, to visit them and study their appearance, dress, and language. They would have their aristocracy, consisting of defaulters, smugglers, gamblers, and not a few skilled in adulterating food and drugs, and manufacturers of shoddy. The large mass of them would be ignorant, and grog-shops would be abundant and churches and school-houses few in their city; they would probably soon prey upon each other, and, like the Kilkenny cats, leave but a small remnant behind.

About the precise opposite to them would be the mass of teachers that might be congregated from all parts of this country. They would make indeed a large city. Their aristocracy would be a true one, according to the etymology of the word, the *best* men and women in their calling. Among them would be found the leaders in the professions, teachers of their brethren, and among them, too, many devoted, heroic men and women who, in spite of obloquy and danger,

have devoted themselves to the instruction of the poor and the helpless, and those lately emancipated from slavery.

No profession calls into its ranks so many persons of high, Christlike ambition as the teachers'. They are paid scantily in money, some times scantily in thanks; but, if faithful, they have a large reward in a consciousness of usefulness and in self-respect.

IS IT A GOOD PROFESSION TO ENTER?

We propose to discuss this question briefly, confining our remarks in this paper to the claims of the profession on young men.

"It is a poorly-paid profession," says the objector. "Your oldest and best-paid teachers receive only about one thousand or, perhaps in rare cases, two thousand dollars a year; in a few cities some of the teachers may receive a little more. But what is that? Many a clerk, or traveling salesman, or insurance agent, and others of the kind, receives from three to five thousand dollars and more, to say nothing of the merchants and manufacturers, government agents, etc., who amass millions of money in a few years."

All this is true. But there are two sides to it. All clerks do not obtain such fat salaries. The majority of speculators fail. Few that bore holes in the ground strike oil. Only a small proportion of merchants and manufacturers amass fortunes. Moreover, the successful ones have to bend all their energies to the work; they have to rise early and work late; no eight hours a day, nor ten hours, will give them success. And then what effect does this devotion have on them mentally and morally? Does it improve their intelligence and quicken and correct their conscience? Suppose, now, that the teacher works as hard and as hopefully, will he not surely obtain as great a reward?

It is, however, a shame to the American people that teachers are not more adequately compensated for their labors. No man can take charge of a union school in this state, and properly manage it, who has not an education equivalent to what is demanded for graduation in college. This must cost years of labor, and at least a thousand dollars in money. It costs, in fact, in time and money, several thousands of dollars. Ought not men who expend this, and then bestow all their time in any occupation for the people, to be liberally paid?

We hold that, inasmuch as sudden fortunes can not be made by teachers in their legitimate calling, they should receive salaries which will enable them to lay aside for the future a fair percentage every year, so that, when they have arrived at middle age, they shall have, as the

result of their own business, sufficient to insure them against want and suffering. A true public intelligence and honesty will yet secure that.

"But," adds the objector, "in addition to the poor compensation, which I can endure and by economy provide against, I do not like the status of the teacher in society, nor the effect of teaching on a man's own nature, nor the limited sphere in which a teacher is compelled to move."

My reply is that, if those are really your convictions and feelings, you had better not enter the ranks. There is still land to be plowed, tape to be sold, sugar and oil to be weighed and measured, sick to be cured, quarrels to be reconciled, criminals to be defended and condemned, and sinners to be saved. It is not wise to dispute concerning tastes.

But, lest you may be honestly laboring under a mistake, let us take up your objections seriously and *seriatim*. 'The status of the teacher in society'— what objection have you to that?

Is there a man respected more by the good, the thoughtful, the patriotic, than a well-qualified, industrious teacher? If so, we know him not. And 'the effect of teaching on a man's own nature'— what ought it to be but the most inspiring? A man's faculties may be dwarfed by always running in the same treadmill, behind some counter, or even in an office; but a live teacher ought to know that many of the wisest men of his times are fellow laborers with him. He is dealing with minds. The great problems of thought bear on his daily occupation. He should read, write, speak on those themes. His intellect should be alive, his heart beating time with the great pulsations of the age he lives in. There are many such teachers, and we need more of them. He is not 'in a limited sphere'. There is public work enough for him if he will do it. Let him write for the papers— for the educational periodicals. Let him encourage lyceums, lectures, libraries, and all good public work. Let him be known as an active man.

This may be enough for the present, but we can not omit one conclusion, as follows: The office of a teacher is intrinsically so noble, so consonant with the highest energies of the mind and the purest aspirations of the heart, that, on the principle of passional attraction, there will never be wanting noble men to enter it. And if we can only educate the people properly to appreciate and pay the teacher, both together will receive a rich reward.

Rev. E. O. Haven, LL.D., in Michigan Teacher.

THE YANKEE SCHOOLMASTER.

Brisk wielder of the birch and rule,
The master of the village school,
Held at the fire his favored place:
Its warm glow lit a laughing face,
Fresh-hued and fair, where scarce appeared
The uncertain prophecy of beard.
He played the old and simple games
Our modern boyhood scarcely names,
Sang songs, and told us what befalls
In classic Dartmouth's college halls.
Born the wild northern hills among,
From which his yeoman father wrung,
By patient toil, subsistence scant,—
Not competence, and yet not want,—
He early gained the power to pay
His cheerful, self-reliant way;
Could doff at ease his scholar's gown,
To peddle wares from town to town;
Or, through the long vacation's reach,
In lonely lowland districts teach,
Where all the droll experience found
At stranger hearths in boarding round,
The moonlit skaters' keen delight,
The sleigh-drive through the frosty night,
The rustic party, with its rough
Accompaniment of blindman's-buff,
And whirling plate, and forfeits paid,
His winter task a pastime made.
Happy the snow-locked homes wherein
He tuned his merry violin,
Or played the athlete in the barn,
Or held the good dame's winding yarn,
Or mirth-provoking versions told
Of classic legends, rare and old,
Wherein the scenes of Greece and Rome
Had all the commonplace of home,
And little seemed at best the odds
'Twixt Yankee peddlers and old gods,
Where Pindus-born Araxes took
The guise of any grist-mill brook,
And dread Olympus, at his will,
Became a huckleberry hill.

A careless boy at times he seemed;
But at his desk he had the look

And air of one who wisely schemed,
And hostage from the future took
In trainèd thought and love of book.
Large-brained, clear-eyed,—of such as he
Shall Freedom's young apostles be,
Who, following in War's bloody trail,
Shall every lingering wrong assail;
All chains from limb and spirit strike,
Uplift the black and white alike;
Scatter before their swift advance
The darkness and the ignorance,
The pride, the lust, the squalid sloth,
Which nurtured Treason's monstrous growth,
Made murder pastime, and the hell
Of prison-torture possible;
The cruel lie of caste refute,
Old forms remould, and substitute
For Slavery's lash the freeman's will,
For blind routine wise-handed skill;
A school-house plant on every hill,
Stretching in radiate nerve-lines thence
The quick wires of intelligence;
Till North and South, together brought,
Shall own the same electric thought,
In peace a common flag salute,
And side by side, in labor's free
And unresentful rivalry,
Harvest the fields wherein they fought.

From 'Snow-Bound', by Whittier.

WONDERS OF PHILOSOPHY.—The polypus receives new life from the knife uplifted to destroy it. The fly-spider lays an egg as large as itself. There are 4041 muscles in a caterpillar. Hook discovered 14,000 mirrors in the eyes of a drone; and to effect the respiration of a carp 13,300 arteries, vessels, veins, bones, etc., are necessary. The body of every spider contains four little masses pierced with a multitude of imperceptible holes, permitting the passage of a single thread: all the threads, to the amount of 1000 to each mass, join together, when they come out, and make the single thread with which the spider spins its web; so that what we call a spider's thread consists of more than 1000 united. Lewechock, by means of microscopes, observed spiders no bigger than a grain of sand, who spun threads so fine that it took 4000 of them to equal in magnitude a single hair.

MEETING OF COUNTY SCHOOL SUPERINTENDENTS.

[We are indebted to Joel G. Morgan Esq., the able Secretary of the Convention of Superintendents, for the following report of the proceedings of that body.]

Pursuant to a call of the State Superintendent of Public Instruction, a meeting of County School Superintendents of the State of Illinois was held at Royce's Hall, in the City of Bloomington, commencing at 10 o'clock A.M. of the 28th of March, and continuing in session for two days. The meeting was called to order by the Hon. Newton Bateman, and opened with prayer by the Rev. John Higby, of Kankakee. On motion of Prof. Eberhart, of Cook county, Joel G. Morgan, of Alexander, was chosen Secretary.

After a brief statement of the objects of the meeting by the President, the roll of counties was called, and the following Superintendents answered to their names:

NAME.	COUNTY.	NAME.	COUNTY.
Joel G. Morgan,	Alexander.	W. S. Coy,	Kendall.
Rev. Thomas W. Hynes,	Bond.	James H. Knapp,	Knox.
William H. Durham,	Boone.	H. H. Boyce,	Lake.
Marvin E. Ryan,	Bureau.	J. M. Day,	Lasalle.
Nelson Fletcher,	Carroll.	James H. Preston,	Lee.
J. K. Van Demark,	Cass.	H. H. Hill,	Livingston.
T. R. Leal,	Champaign.	J. G. Chalfant,	Logan.
O. B. Nichols,	Clinton.	Charles E. Foote,	Macoupin.
Capt. Elzy Blake,	Coles.	Hugh Moore,	Marion.
John F. Eberhart,	Cook.	John N. Fuller,	Marshall.
Geo. N. Parker,	Crawford.	H. H. Moose,	Mason.
William E. Lake,	Cumberland.	William H. Scott,	Massac.
Martin V. Allen,	DeKalb.	Daniel Branch,	McDonough.
Stephen K. Carter,	DeWitt.	A. J. Kingman,	McHenry.
W. W. Monroe,	Douglas.	Daniel Wilkins,	McLean.
George Hunt,	Edgar.	Edward Booth,	Menard.
W. I. N. Fisher,	Effingham.	S. B. Atwater,	Mercer.
T. K. Jenkins,	Fayette.	James A. Kennedy,	Monroe.
Samuel S. Tipton,	Fulton.	Samuel M. Martin,	Morgan.
Nathaniel P. Holderby,	Gallatin.	Edward L. Wells,	Ogle.
Stephen F. Corrington,	Greene.	Theodore Steyer,	Pope.
Hiram C. Goold,	Grundy.	John A. Malone,	Randolph.
George B. Robinson,	Hamilton.	William H. Gest,	Rock Island.
George W. Batchelder,	Hancock.	O. S. Webster,	Sangamon.
A. K. Henney,	Henry.	Jesse C. Fox,	Schuyler.
H. C. Robinson,	Jackson.	James R. Haggard,	Scott.
Hon. Isaac H. Walker,	Jasper.	B. G. Hall,	Stark.
James M. Pace,	Jefferson.	James Leeds,	Wabash.
Wm. J. Herdman,	Jersey.	James I. Wilson,	Warren.
George W. Pepoon,	Jo Daviess.	Dwight Haven,	Will.
C. E. Smith,	Kane.	Archibald Andrews,	Winnebago.
Rev. John Higby,	Kankakee.		

Mr. Bateman stated that the call under which they had convened was issued at the request of a large number of those present. They were here in a great and good cause, in a great and noble state. Let them see to it that they wasted no time, but labored for the transaction of business. This business would probably

be mapped out by the convention itself; but he had brought from his office copies of letters upon questions which had actually arisen in different parts of the state, and the disposition which had been made of them. He was ready to proceed to the unfolding of these points now, or at such time as the convention saw fit to listen to them.

A motion requesting the Superintendent to proceed immediately prevailed.

A large number of letters, involving important school-law points and questions of practical interest to school officers and others, were then read by the State Superintendent, together with the substance of his replies and instructions in each case, followed by such further remarks and suggestions as he deemed proper to a full elucidation of each topic. After each letter and answer had been read and commented upon by the State Superintendent, the subject thereof was declared open for general discussion or remark, and the members of the convention were invited to ask any questions that they desired in relation to the particular point under consideration. The invitation was freely accepted by the members of the convention, who propounded a great variety of questions upon each point as it came up, all of which were satisfactorily answered and explained by the State Superintendent. This part of the proceedings was extremely interesting and valuable to the County Superintendents present, affording to all the opportunity of presenting such difficulties as had arisen in their respective counties, and having the same considered and determined. The discussions and explanations took a very wide range, and covered a great deal of ground not before occupied by the public decisions of the Department, giving a highly useful and practical character to the work of the convention. Nearly all of the first day was spent in this manner.

On motion of Mr. Pepoon of Jo Daviess county, it was

Ordered, That a committee of five, including the Chairman, be appointed to arrange business for the convention.

Prof. Wilkins of McLean moved the appointment, by the Chairman, of a committee of five to consider the subject of teachers' certificates; and it was so ordered.

Mr. Knapp of Knox moved the appointment by the Chair of a committee of five on resolutions; and the motion prevailed.

On motion of Mr. Wells of Ogle, it was

Ordered, That the President appoint a committee of three on Section 82 of the School Law, relative to fines, forfeitures, etc.

The Chairman stated that he would announce the several committees at the opening of the afternoon session.

Adjourned till 2 o'clock P. M.

AFTERNOON SESSION.—The Convention assembled at 2 o'clock, and was called to order by the President.

Superintendent Bateman announced the appointment of the following committees under the resolutions of the morning:

On the 82d section of the School Law, relative to fines, forfeitures, etc.—Messrs. Wells of Ogle county, Webster of Sangamon, and Kennedy of Monroe.

On Resolutions — Messrs. Knapp of Knox, Pace of Jefferson, Andrews of Winnebago, Malone of Randolph, and Blake of Coles.

On Business — Messrs. Hynes of Bond, Martin of Morgan, Durham of Boone, Walker of Jasper, and the State Superintendent.

The reading of the interrogatories introduced at the morning's session was continued.

The consideration of the subject of Teachers' Certificates was next taken up, and a motion for the appointment of a committee of five to report recommendations upon this subject for the action of the convention prevailed.

The Chair appointed the following as such committee: Prof. Wilkins of McLean county, Prof. Eberhart of Cook, Mr. Leal of Champaign, Mr. Steyer of Pope, Mr. Holderby of Gallatin.

Mr. Hall of Stark moved the appointment of a committee of five to take under consideration and report upon a revision of the school laws of the state.

The motion prevailing, the Chair appointed the following committee: Messrs. B. G. Hall of Stark, O. B. Nichols of Clinton, G. W. Batchelder of Hancock, S. M. Martin of Morgan, and M. V. Allen of DeKalb.

Prof. Wilkins offered the following, which was referred to the Committee on Resolutions:

Resolved, That we recommend that the school laws be so amended by the legislature that the teachers of this state be examined in the elements of physiology and hygiene.

The convention then adjourned until 7:30 in the evening.

Evening Session.—The Convention reassembled, pursuant to adjournment, and the Chairman announced the subject for consideration to be that of School Certificates, and the proper grade to be established for them, and descanted at some length upon the difficulties which environed the members in the granting of these certificates.

The Secretary was directed to call the roll of counties, and, the five-minute rule being enforced, each member present was given an opportunity of expressing his views upon the subject.

The Rev. Mr. Hynes of Bond thought the examination should be partly oral and partly written. In his experience, the standard of scholarship had been by no means too high. He never granted a first-class certificate upon a mere satisfactory examination. The standard needed lifting up and the bringing-out of the real talent of the applicant. Moral character should be taken into consideration, and certificates never granted to strangers without proper testimonials. A fitness for teaching was also another indispensable requisite.

Mr. Durham of Boone narrated his experience, which combined the oral and written systems. He had granted but very few first-grade certificates.

Nelson Fletcher of Carroll had made some mistakes in giving those second-grade certificates who taught better schools than persons holding first-grade certificates. The only method of correcting it was to visit the schools. He desired to know how the grade is to be determined without this onerous labor.

J. K. Van Demark of Cass thought that the task of establishing a uniform grade of examination was an impossibility under the laws of the state. The laws needed changing fundamentally in this respect. His idea was that the teacher should

be granted a certificate to teach those branches for which he was qualified, and no more. He would raise the standard two branches higher, and add alegbra and geometry.

Mr. Leal of Champaign thought solid scholarly attainments were necessary, and practical application of rules was essential. In his estimation, letter-writing and composition were an important branch of education.

George Parker of Crawford had made rigid examinations, and had found teachers who would be better away than at the school-room. He had worked on a scale of ten, asking ten questions, and granted no certificates where the grade fell below seven.

Mr. Blake of Cumberland had found that, in his county, the question was not as to scholastic attainments, but as to the price; and it had tended to degrade the standard of schools.

Mr. Allen of DeKalb insisted that applicants must know all about grammar, arithmetic, and the cube root, and be able to spell correctly, in order to procure from him a certificate.

The discussion was continued in this manner until 10 o'clock, when the convention adjourned to 8½ A. M. to-morrow.

SECOND DAY.

FORENOON SESSION.— The Convention reassembled at 8½ A. M., and was called to order by the President, who announced the order of business for the day to be —

First — Report of the Committee on Fines and Forfeitures (Section 82).

Second — Report of the Committee on Resolutions.

Third — Report of the Committee on Certificates.

Fourth — Report of the Committee on Amendments to the School-Law.

Mr Martin of Morgan offered the following, which was adopted:

Resolved, That we hereby request our Chairman (the Hon. Newton Bateman) to read so much of his report on Township Organization, read at Joliet, as will fully explain his plan on that subject; and that this be the order of business from 11:30 to 12:30 A. M.

The Committee on Fines and Forfeitures submitted the following report:

The committee find the Act of the Legislature of 1865, in relation to State's Attorneys' gives them, out of the amount of fines collected, as follows: $100 for every capital and penitentiary offense, $5 for every conviction where the fine is collected, and $5 for every conviction where the fine is not collected, and 10 per cent. upon the whole amount of convictions or fines,— said 10 per cent. and fee, where the fine is not collected, to be paid out of the fines collected.

Your committee would suggest as an amendment to be made to said act, that the said attorney be paid for convictions a fee of $15, to be paid out of the fines collected, and the 10 per cent., together with what remains after his $5 for each conviction is taken out of the sum collected, be paid by the Clerk of the Circuit Court to the County Superintendent.

The report was accepted, and, on the motion of Prof. Eberhart of Chicago, was laid on the table.

The Committee on Teachers' Certificates submitted the following report:

Your committee to whom was referred the subject of Teachers' Certificates would respectfully submit the following report as a standard of issuing certificates:

Second Grade — A thorough knowledge of the sounds of the letters; their combination into syllables and words; a knowledge of the rules and principles of reading; a clear and distinct enunciation of words; a general knowledge of geography—mathematical, physical, and political; a thorough knowledge of the parts of speech and rules of syntax, and ability to analyze and parse any common sentence; a thorough acquaintance with mental arithmetic, and a general and comprehensive knowledge of our common practical arithmetics; and a general acquaintance with the leading facts contained in the history of the United States.

First Grade — A thorough and comprehensive knowledge of all the studies required by the school-law; aptness to teach; good government; an acquaintance with the theory and practice of teaching; and, generally, one year of successful teaching in the school-room.

The report was accepted and placed before the convention for discussion.

Mr. Wells of Ogle county submitted the following suggestions:

That County Superintendents should not appoint examiners.

That County Superintendents should, if possible, grant certificates only after public examinations.

That public examinations should be held at such places in each county, and such time, after sufficient notice, as will tend to accommodate the greatest number of teachers who may desire certificates.

That all private examinations of teachers should continue six hours.

That the Superintendent of one county should, at the request of a teacher, grant, without examination, a certificate of second grade to said teacher, upon one of first grade being presented by said teacher from the Superintendent of another county.

That the Superintendent of one county should not grant a certificate without examination to a teacher, at his request, when said teacher presents a certificate of second grade given him by the Superintendent of another county.

That a teacher, before receiving a certificate of second grade, should have a thorough knowledge of arithmetic to cube root; should understand the principles of English grammar, and be able to analyze and parse correctly sentences not difficult; should have a good knowledge of descriptive geography, especially of the United States, also understand the principles of mathematical geography, as commonly found in our school geographies; should be acquainted with the principal events in the history of the United States, and should read, write and spell well.

That a Superintendent should not grant a certificate of first grade until the teacher, after examination, proves him or herself, in addition to the qualifications required for a certificate of second grade, to have a technical and also philosophical knowledge of all the branches, as required by law: said teacher, for instance, to be required to understand the principles of map-drawing; to analyze words by giving sounds of letters; analyze and parse more difficult sentences; complete arithmetic, and explain its principles from beginning to end; give a fuller account of the history of the United States; and to be well acquainted with the rules of reading; and, further, that he shall prove himself, upon visitation of the Superintendent, to be a good, practical teacher.

That after a Superintendent has given a certificate of second grade, he should not give another of first grade to the same person without another examination,—

the idea being that teachers should qualify themselves for certificates of first grade. Orthography and reading and writing should first be made the branches of special examination; and if the teacher is sufficiently qualified in these branches for a first-grade certificate, it should be noted, and at the next examination arithmetic and grammar should be made the branches of special examination, and, if the teacher is likewise qualified, it should also be noted; and at the next examination geography and history of the United States should be the branches of special examination; then, if properly qualified in these branches, and having proved himself a good practical teacher, a certificate of first grade should be given to said teacher; provided that, if a teacher desires, at any time, to prove himself, upon examination, to have reached the standard of qualifications for a certificate of first grade, he shall be examined in all the branches, as required by law, and, if he thus succeeds, he shall be entitled to a certificate, if he has proved himself a good practical teacher.

President Edwards, of the Normal University, upon an invitation from the convention to speak, said that the demand made in the report for second-grade certificates was very reasonable, and should be inexorably adhered to. It was indeed moderate, and it would be well to insist upon it, and indeed upon a still higher standard, even though the effect should be, in some instances, to close the school-houses. He had seen teachers plying their trade when he felt that the parents and tax-payers of the district would be far better off if the doors of the school-room were closed. Let the school-fund accumulate until you procure an amount sufficient to secure a first-grade teacher. They should lift up the standard of education, develop it, and endow it with life; and the report, in his estimation, took the matter in the right manner. It was the teacher who made the school, and that teacher should have an appreciation of the dignity and usefulness of his work. Keep the grade high, and none will appear as candidates unless they are well qualified in the outset. The tendency of keeping the standard at a low grade will be to fill the profession with those you do n't want; and the effect of raising it will be to exclude those men and women who are unfit for the position. Even if raising the grade has the effect to close the school, it will be a gain in the end; for it will raise the standard of education to that degree which will find its good results upon the youth of our state. Let the applicant be thoroughly versed in the elements of the branches taught. For himself, he would rather have the man who was master and conqueror of a few provinces in the world of science than one who had skirmished upon the borders of a hundred.

The discussion was continued where it was dropped on the previous evening, and was participated in by Professor Wilkins of McLean, and Mr. Morgan of Alexander county; the latter advocating the abolition of grades. He would have but one grade, the standard of which should be high, and would refuse all applicants who did come up to that standard. He believed that the grading of certificates would injure the cause of education in the state.

Prof. Eberhart of Chicago had always favored the plan of three grades of certificates, and had opposed the abolishment of the third grade. By this means he was better able to discriminate and estimate the ability of the applicant. He entered into an exposition of his method of examination, and said that he was not in favor of a strictly written examination, but thought it should be, in great part,

an oral one. In his own county he varied the examination to suit circumstances.

Mr. Hall of Stark county submitted the following qualifications requisite for a second-grade certificate: Good moral character; a fair knowledge of the branches required to be taught, and a good degree of aptness in teaching; some ideas upon the theory and practice of teaching, and some tangible method in regard to the classification and arrangement of a school. As an indispensable requisite for any teacher, that he should be able to govern a school well and systematically.

For first grade: Good moral character; a thorough knowledge of the branches required to be taught, especially orthography and reading; aptness and thoroughness in teaching; a knowledge of the science and art of teaching; and ability to classify and arrange a school properly, and some experience as a teacher.

For a lithographic certificate: All of the above; good habits (which includes an aversion to all slovenly appearance, awkwardness of speech or manner, etc., etc.); a considerable experience in teaching; taking and reading educational journals; attendance and working at teachers' institutes and associations; a close observer and judge of character; a knowledge of men and things, and what is transpiring in the world around; lastly, a devotedness to, a love for, and an earnestness manifested in, the work of education that should characterize a first-class teacher. If to the above there has been an attendance at the State Normal School or some other training-school, the lithographic certificate is granted with much better grace.

The discussion was continued until the roll had been fully completed,—Mr. Webster of Sangamon advocating strenuously and forcibly such amendment of the school-laws as would completely debar from the school-room incompetent teachers. He was in favor of raising to a much higher degree the grade of scholarship.

Mr. Fox of Schuyler made an earnest appeal in this regard, and his speech was replete with many excellent suggestions.

The discussion having been concluded, the question upon the adoption of the report of the committee was taken, and decided in the affirmative.

The Committee on Amendments to the School-Law submitted the following:

That, in view of the magnitude of the work devolving upon them, and that they may the more fully understand the wishes of the educators in different parts of the state, as well as of this honorable body, they would suggest that this may be referred, either to this committee for further consideration, or to another committee.

On motion, the subject was laid upon the table until the next annual session of the County Superintendents.

The hour for the special order of business having arrived, being the address of the Hon. Newton Bateman upon the subject of Township Organization, that gentleman occupied the time until the hour of adjournment, explaining and enforcing the arguments in favor of the proposed change of plan, and answering objections that might be raised thereto. He recommended that the law be at least so changed as to allow any township to adopt the new organization by vote of the inhabitants. Every leading educational man in the country, east and west, was in favor of the township system.

At the conclusion of Mr. Bateman's remarks, Prof. Wilkins of McLean, in order to test the sense of the convention upon the important subject presented in the address, offered the following:

Resolved, That this Convention of County School Superintendents earnestly recommend that the School-Law be so amended, by the next General Assembly of the state, as to permit townships to adopt the township school organization, as explained and advocated by our State Superintendent, before the last State Teachers' Association at Joliet.

The resolution was *unanimously* adopted, as the sense of the convention, and, on motion, referred to the Committee on Amendments to the School-Law, for further consideration and action.

Mr. Eberhart of Chicago, in behalf of President Edwards of the Normal University, tendered to the members of the convention an invitation to be present at the exercises to be held in the University this evening, with reference to the death of Mr. Childs, former Principal of the Model School. The convention accepted the invitation, and tendered a vote of thanks to President Edwards.

Prof. Wilkins of McLean offered the following, which, on motion of Mr. Eberhart of Cook, was referred to the Committee on Amendments to the School-Law:

Resolved, That we recommend our next General Assembly to so amend our School-Law as to make the election of Superintendents and school officers on the same day.

Mr. Fisher of Effingham offered the following, which was adopted:

Resolved, That we recommend the next General Assembly to so amend Section 36 of the School-Law as to require Township Treasurers, in stead of Trustees, to take the enumeration of persons under 21 years, and report under oath to the Superintendent.

Mr. Webster of Sangamon offered the following, which was referred to the Committee on Amendments to the School-Law:

Resolved, That our School-Law should be so amended as to require of teachers in the common schools a higher grade of scholarship than is now required by the statute, to wit, a knowledge of Elementary Algebra, the Elements of Geometry, of Natural Philosophy, and Physiology.

The claims of the *Illinois Teacher* to the cordial support of all teachers and school officers in the state were presented and enforced by the Chairman, after which the following resolution, offered by Mr. Morgan of Alexander, was unanimously adopted:

Resolved, That we do most earnestly recommend to the consideration and support of the friends of education throughout the state the *Illinois Teacher*, and trust that they will exert proper effort to increase its circulation.

Mr. Chalfant of Logan offered the following resolution, which was unanimously adopted:

Resolved, That we, the members of this convention, in behalf of the respective counties whose educational interests we represent, and as a manifestation of our own high appreciation, do cheerfully extend our sincere thanks to the Hon. Newton Bateman, for his untiring efforts in promoting and advancing the cause of education throughout our state, and for the able and faithful manner in which he has performed the arduous duties imposed upon him.

The Convention adjourned to 2 o'clock P.M.

AFTERNOON SESSION.—Upon the reassembling of the Convention,

Mr. Day of Lasalle offered the following, which was adopted:

Resolved, That it is the sense of this convention that the educational interests of our state would be greatly advanced by careful and critical examinations of candidates for teaching by the Superintendents themselves personally, in stead of by deputies or boards of examiners.

The following, offered by Mr. Wells of Ogle, was adopted:

Resolved, That the State of Illinois should so far assume the care of the children of its deceased soldiers as to provide schools suitable, and in sufficient number, to give a good common education to all said children, free as to tuition and board; and, when such children have been left destitute, to also provide for them comfortable clothing during the time of their attendance at such schools. And it is further

Resolved, That the Hon. Newton Bateman be hereby requested to use such measures as he may deem best to bring this subject before our next State Legislature, and induce its members to make appropriate enactments and appropriations for the commencement and continuance of such schools.

The following, offered by Mr. Eberhart of Cook, was adopted:

Resolved, That, to secure a more complete and systematic grading of teachers' certificates throughout the State, the State Superintendent be requested to prepare, or cause to be prepared, quarterly, a series of questions covering all the branches required to be taught in our common schools; and that a sufficient number of the same be forwarded to County Superintendents, for their guidance and assistance in the examination of teachers; also, that the State Superintendent fix the per cent. of qualifications which, in his judgment, should be required to secure the first or second grade certificates now required by law.

The following resolution was also adopted unanimously:

Resolved, That this convention indorse and approve the action of the State Teachers' Association, held in Joliet, in regard to state appropriations for County Teachers' Institutes.

The subject of the visitation of schools was next taken up, and was discussed by Prof. Eberhart of Cook, and Mr. Piper, State Educational Agent of Iowa, whose remarks contained many excellent practical suggestions, who advocated the raising of the standard of schools to the highest point, and who was tendered a vote of thanks.

He was followed by Messrs. Wilkins of McLean, Knapp of Knox, and others, who related their own personal experience in the visitation of schools in their several counties.

Mr. Eberhart of Cook moved that the thanks of the convention be tendered to the proprietors of the *Chicago Republican* for their recognition of the importance of this convention by sending a special reporter to chronicle its transactions. The motion was concurred in.

On motion of Prof. Wilkins, the following committee was appointed to prepare business for the next meeting: Newton Bateman, State Superintendent; John F. Eberhart of Cook, and J. G. Morgan of Alexander.

Resolution of thanks were also adopted to the proprietors of hotels in Bloomington for their courteous entertainment of the members of the convention; and to Prof. Daniel Wilkins of McLean, for his kindness in procuring so pleasant a place of meeting, and his constant efforts to provide for the comfort and convenience of his fellow Superintendents.

The Committee on Resolutions next presented their report, when, on the motion of Mr. Wilkins of McLean, the resolutions were considered *seriatim*. As amended and finally adopted, they stand as follows:

Resolved, That a Convention of County Superintendents of Schools, like the present, is productive of great good in promoting the educational interests of our state, tending to systematize the mode of examination of teachers, elevate the standard of education, and harmonize the views of Superintendents in relation to various points of the school-law; and should be held at least annually.

Resolved, That we can directly benefit our country schools by elevating the character of our graded schools and higher institutions of learning, which prepare the majority of teachers for their duties.

Resolved, That in the Normal School, with its able Principal and corps of teachers, we realize its anticipated usefulness, and regret that all the counties in the state do not avail themselves of its privileges.

Resolved, That the development method, or, as it is some times termed, the Pestalozzian system of education, as now taught in Oswego, Davenport, Aurora, and other places, deserves especial investigation by educators, with a view to use whatever of it may be practical.

Resolved, That the cause of education, and the permanency of our republican Government, demand increased efforts of school officers to educate the people to a just appreciation of their duties, that all may infuse life and energy into our school system, and elevate the standard of teaching, that in every way the best results may be obtained.

Resolved, That our thanks be tendered to the Hon. Newton Bateman, Superintendent of Public Instruction, for his zeal in the cause of education in the State of Illinois, and also for the dignified and able manner in which he has presided over the deliberations of this convention.

Resolved, That our thanks are also due to Joel G. Morgan of Alexander county, for his able services as Secretary of this convention.

Resolved, That when we adjourn, we do so to meet in Centralia, on the first Tuesday in September, 1866, at 2 P. M.

On motion of Mr. Morgan of Alexander, Hugh Moore of Marion, James M. Pace of Jefferson, and O. B. Nichols of Clinton, were selected as a committee to provide for the holding of the next session of the convention.

Mr. Day of Lasalle moved that the proceedings of the convention be published in the *Illinois Teacher*. Carried.

Mr. Bateman closed the exercises with a brief but forcible address; after which the convention adjourned to meet at Centralia, on the first Tuesday of September next, at 2 o'clock P. M.

JOEL G. MORGAN, Secretary.

A PLUCKY SCHOOL-MA'AM.—Miss Emily Batchelder, teacher of a school in Orange, Vt., yielding to a disagreeable necessity, and being assisted by a loyal boy, punished a large and unruly scholar, who defied her authority and attempted to create a rebellion. The punishment was so severe that the culprit begged for mercy. His father prosecuted the teacher; but when the case came to trial, it was found impossible to get a jury, every man called upon declaring that he had 'formed an opinion' that the rebellious boy 'wasn't licked half enough.' The suit was withdrawn, when a collection was taken up, which paid all the expenses to which Miss Batchelder had been subjected, and presented her, in behalf of the ladies of the district, with a set of solid silver table-spoons and butter-knife, indicating that the district were hearty and true in the support of a teacher who had fearlessly done her duty.

THE ideal of education is to tame men without lessening their vivacity, their gayety, their heartiness; to unite in them the freedom, the dignity, the prowess of a Tecumseh, with the serviceable qualities of the civilized man. This happy union is said to be some times produced in the pupils of the great public schools of England, who are savages on the play-ground and gentlemen in the school-room.

North-American Review.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.
Post-Office Address—"595 West-Washington St., Chicago."

DECIMAL FRACTIONS (*Continued*).—VI. By far the largest number of vulgar fractions yield, by their reduction, only infinite decimals, since the denominators of the most of them have other factors than 2 and 5. According to a previous paragraph, infinite decimals are either pure periodicals or impure periodicals. Now which vulgar fractions will yield, by their reduction, pure periodical, and which impure periodical decimals? and how can we decide in advance the number of places of the period?

Without giving reasons, the first question may be answered as follows: Pure periodical decimals we obtain from all those vulgar fractions whose denominators contain neither of the factors 2 and 5, and impure ones are obtained from all those whose denominators contain 2 or 5, with other factors. In this case, the number of figures preceding the period will be equal to the number of times that 2 or 5 enters as a factor in the denominator of the respective vulgar fraction. In order to answer the other question—How many places does the period contain?—recollect the rule Equal dividends and equal divisors always yield equal quotients (and equal remainders).

VII. Having the fraction $\frac{3}{7}$ to reduce, we may easily perceive that it will yield an infinite decimal, and, according to the preceding section, a pure periodical one. In the course of the reduction we obtain the remainders 6, 5, 4, 3, 2, 1, since the given divisor is 7. After having obtained every one of these remainders—no matter in what order,—one of them will appear again in continuing the reduction, and after this all the rest will reäppear in the same order as before. In short, an infinite decimal may have as many places in a period as the denominator of the common fraction has units, less one. In reducing the fraction $\frac{5}{27}$, the period contains only 3 places in stead of 26. These examples may suffice to illustrate that we can find out in advance only the *highest* number of places which a period of an infinite decimal can possibly have, but not the real number of them.

VIII. The mode of reducing a vulgar fraction to a decimal is essentially the same in all cases whatever. Not so is it with

THE REDUCTION OF DECIMALS TO VULGAR FRACTIONS.—The mode of operation is different in the three different cases. We shall be enabled to derive a general rule for each case by the following examples of illustration.

IX. *Reduction of finite decimals.*—To what vulgar fractions may the following decimals be reduced: .375, .3125, .21875? $.375=\frac{375}{1000}=\frac{75}{200}=\frac{3}{8}$; similarly we find $.3125=\frac{5}{16}$, and $.21875=\frac{7}{32}$. From these examples we deduce the rule (as found in arithmetics)—*Finite decimals are reduced to common fractions by supplying their denominators and reducing them to their lowest terms.*

X. *Reduction of pure periodical decimals.*—Without regard to the difference between the values of the vulgar and the infinite-decimal fraction (mentioned in a preceding paragraph), we have to answer the question From what vulgar fraction originated a given infinite decimal? In order to apply the following mode of reduction, a full period of the decimal must be given, else it would have to be treated like a finite decimal; and even then it could be reduced at all only in cases where the denominator contains the factor 2 or 5. Why? *Problem:* Required, the common fraction which yielded the decimal .4545 . . . *Solution:* Indicating the fraction in question by x, we obtain $x=$ .4545 . . .; multiplying by 100, we find $100x=45.4545\ldots$ Subtracting the original equation, we obtain $99x=45$; hence $x=\frac{45}{99}=\frac{5}{11}$. Again: Reduce .296296 . . . to a common fraction. *Solution:* $x=.296296\ldots$ [1]; then $1000x=296.296296$. Subtracting [1], $999x=296$; whence $x=\frac{296}{999}=\frac{8}{27}$. In the same manner, .461538-461538 . . . , when reduced, gives $\frac{6}{13}$. The following rule may be deduced for the reduction of *pure* periodical decimals: 1. *Multiply the decimal by such a number as to obtain the period once as a whole number.* 2. *From the product subtract the given decimal.* 3. *From the remainder deduce the simple value by division,* that is, *by giving the denominator* 9, 99, 999, *etc., to the simple period signifying the numerator, and then reduce to the lowest terms.*

XI. *Reduction of impure periodicals.*—What vulgar fraction yields by its reduction the decimal .59090 . . . ? *Solution:* Indicating the required fraction by x, we have $x=.59090$; multiplying by 1000, $1000x=590.9090\ldots$; subtracting $10x=5.9090\ldots$, there remains $990x=585$; hence $x=\frac{585}{990}=\frac{13}{22}$. Again: Required, the fraction which yielded .159090 . . . *Solution:* If $x=.159090\ldots$, $10000x=1590.9090$. Subtracting $100x=15.9090\ldots$, there re-

mains $9900x=1575$; whence $x=\frac{1575}{9900}=\frac{7}{44}$. Reducing in the same manner .7754629629 . . . , we find $\frac{7746875}{9990000}=\frac{355}{458}$.

From the foregoing we derive a rule for all similar problems. 1. *Multiply the decimal by such a number as to obtain the period, with all the figures preceding it, as a whole number.* 2. *Subtract from this product the decimal taken as many times as is necessary to obtain the figures preceding the period, once, as a whole number.* 3. *From the remainder reduce the terms of the simple fraction.*

J. TROLL.

SOLUTIONS.—2. Since $100(1.05)^t$ = the amount at compound interest, and $100+0.10\times 100\times t$ = the amount at simple interest, we get $(1.05)^t=1+0.10\cdot t$ or $t(\log. 1.05)=\log.(1+0.10\cdot t)$. If a = a near value of t, we have (by putting $t=a+y$), $a(\log. 1.05)+y(\log. 1.05)=\log.(1+0.10\cdot a+1.10\cdot y)$; and, by putting $1+0.10\cdot a=b$, and retaining only the simple power of y, we have

$$a(\log. 1.05)+y(\log. 1.05)=\log. b+\frac{0.10\cdot m}{b}y.\ *$$

Hence we easily get $y(\log. 1.05)-\frac{0.10m}{b}=\log.\left(\frac{b}{(1.05)^a}\right)$; and putting $\log. 1.05-\frac{0.10m}{b}=c$, we finally get $y=\log.\frac{b}{(1.05)^a}\div c$. This can only be solved by approximation. After a few trials, we find that it will answer our purpose to put $a=26.58+$, which gives $b=3.658+$. Hence we get $y=0.00344$ nearly; whence $t=a+y=26.58344$ years nearly, or 26y. 7mo.+. Sum, or amount, \$365.8344.

SIGMA.

2. Put $a=\$100$, $r=.10$ = rate per cent. simple interest, $R=.05=$ =rate per cent. compound interest, and let x=time required. Then $a+arx=a(1+rx)$ = amount at simple interest for x years, and $a(1+R)^x$=amount at compound interest for the same length of time. Therefore, by the problem, $a(1+R)^x=a(1+rx)$...[1]; or, $(1+R)^x=1+rx$...[2]. Restoring the numbers, we have $(1.05)^x=1+\frac{x}{10}$... [3]; or, $(1.05)^x-\frac{x}{10}=1$...[4]. Whence, by approximation, x is found = 26.5845 years. Substituting, we have $a(1+rx)=\$365.845$ = amount at simple interest, and $a(1+R)^x=\$365.845$ = amount at compound interest.

The above value of x has been obtained by the use of six-figure

* m = modulus = 0.4342944819.

logarithms, and hence the last decimal figure may differ slightly from results arrived at by the use of logarithms of a greater number of decimal places. ARTEMAS MARTIN.

Answer.—3. If the man's watch was worth $50, he made $5.

C. K. BROWN.

Answers to Problem 2, and query in February number, were also received from the same source, too late for insertion in April number.

PROBLEMS.—9. A log 20 feet in length was lying on the middle line of a road. A team was hitched to one end, and it was drawn at right angles to the road for 50 feet; the weight during the process being upon the other end of the log, which is now in the edge of the road. Required, the *curve* described by the end of the log on the ground, the length of that curve, and the width of the road.

ARTEMAS MARTIN.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
Springfield, Ill., May, 1866.

CONVENTION OF COUNTY SUPERINTENDENTS.

THE meeting of County School Superintendents, in the City of Bloomington, on the 28th and 29th of March last, was highly encouraging to the friends of public education. The attendance was large, more than two-thirds of the whole number of counties in the state being represented. The *spirit* of the convention was admirable: the most kindly and even fraternal sentiments seemed to animate and pervade the entire body; no one manifested any disposition to say or do aught to disturb the harmony of the meeting, or divert it from the good purpose for which it was called.

It should always be so in public bodies convened to consider the interests of education. Not that there should not be earnest discussion, and the freest interchange of views and opinions; but a sense of common obligation to serve the same great cause, and of the unity of the end at which all aim, should inspire every one who participates in the deliberations with a sincere desire to help, and not hinder, in all that he says and does. There are fields enough for the display of partisan strife and the clash of hostile arms, without invading there-

with the tranquil precincts of purely educational conventions. The animus of the late meeting was so pleasing in these respects that it seems fit to make this special note of it.

Aside from the benefit of becoming better acquainted with one another, and the awakening of mutual regard and sympathy, much good practical work was done by the Superintendents at their recent council, and still more was planned for the future. I do not think that two days are often put to better account by a deliberative body. Among the more valuable results of the meeting are the following:

The steps taken toward a more definite standard and uniform practice in the examination of teachers and granting of certificates.

The light thrown upon the subject of school visitation, and the practical suggestions in respect to the best methods of performing that most important duty.

The appointment of a committee to consider what amendments to the School-Law should be made by the next General Assembly.

The emphatic indorsement, after discussion, of the township plan of school organization.

The recommendation of an appropriation from the state treasury for the maintenance of a system of County Teachers' Institutes.

A better understanding of the relations of the Normal University to the success of the common-school system; a clearer sense of the great and good work which that institution is accomplishing, and a more earnest purpose to increase the sphere of its usefulness.

A higher conception of the magnitude of the educational work, both intrinsically and in its relations to the welfare of our state and nation: a more adequate view of the number and formidable character of the obstacles yet to be overcome, and a freshly-awakened determination to work on till they are successfully surmounted, and our school system is brought to the greatest attainable excellence both of theory and practice.

The first series of the suggestive questions which the convention desired me to prepare for the optional use of County Superintendents will be issued in a few days.

In compliance with the general wish expressed at Bloomington, and with the promise there given, I have forwarded to each County Superintendent in the state copies of a printed list of all the Superintendents now in office, with their respective post-office addresses. The possession of the list will acquaint each Superintendent with the

name and residence of every other one, and facilitate a mutual knowledge and intercourse which may be both a pleasure and advantage to all concerned.

I have also been requested to publish the list in the *Teacher*, for the information and benefit of the public at large, and herewith append the same.

COUNTY SUPERINTENDENTS OF SCHOOLS IN THE STATE OF ILLINOIS, ELECTED NOVEMBER 7, 1865.

COUNTIES.	NAMES.	POST-OFFICES.
Adams	Seth W. Grammer	Beverly.
Alexander	Joel G. Morgan	Cairo.
Bond	Rev. Thomas W. Hynes	Greenville.
Boone	William H. Durham	Belvidere.
Brown	John P. Richmond	Mt. Sterling.
Bureau	Marvin E. Ryan	Princeton.
Calhoun	Stephen G. Lewis	Hardin.
Carroll	Nelson Fletcher	Mt. Carroll.
Cass	J. K. Van Demark	Virginia.
Champaign	T. R. Leal	Urbana.
Christian	A. McCaskill	Taylorville.
Clark	James Dawson	Marshall.
Clay	John Russell	Xenia.
Clinton	O. B. Nichols	Carlyle.
Coles	Capt. Elzy Blake	Mattoon.
Cook	John F. Eberhart	Chicago.
Crawford	George N. Parker	New Hebron.
Cumberland	William E. Lake	Majority Point.
DeKalb	Martin V. Allen	Shabbona Grove.
DeWitt	Stephen K. Carter	Clinton.
Douglas	W. W. Monroe	Arcola.
DuPage	Charles W. Richmond	Naperville.
Edgar	George Hunt	Paris.
Edwards	L. T. Rude	Albion.
Effingham	W. I. N. Fisher	Effingham.
Fayette	T. K. Jenkins	Vandalia.
Ford	J. B. Randolph	Paxton.
Franklin	R. R. Link	Ewing.
Fulton	Samuel S. Tipton	Lewistown.
Gallatin	Nathaniel P. Holderby	Shawneetown.
Greene	Stephen F. Corrington	Carrollton.
Grundy	Hiram C. Goold	Morris
Hamilton	George B. Robinson	McLeansboro.
Hancock	George W. Batchelder	Carthage.
Hardin	John Jack	Elizabethtown.
Henderson	M. F. Button	Oquawka.
Henry	A. K. Henney	Geneseo.
Iroquois	N. M. Bancroft	Middleport.
Jackson	H. C. Robinson	DeSoto.
Jasper	Hon. Isaac H. Walker	Newton.
Jefferson	James M. Pace	Mount Vernon.
Jersey	Wm. J. Herdman	Jerseyville.
Jo Daviess	George W. Pepoon	Warren.
Johnson	J. S. Whittenberg	Reynoldsburg.
Kane	C. E. Smith	Batavia.

COUNTIES.	NAMES.	POST-OFFICES.
Kankakee	Rev. John Higby	Kankakee.
Kendall	W. S. Coy	Bristol.
Knox	James H. Knapp	Galesburg.
Lake	H. H. Boyce	Waukegan.
Lasalle	J. M. Day	Marseilles.
Lawrence	Talman P. Lowry	Bridgeport.
Lee	James H. Preston	Amboy.
Livingston	H. H. Hill	Pontiac.
Logan	J. G. Chalfant	Lincoln.
Macon	Edwin Park	Decatur.
Macoupin	Charles E. Foote	Carlinville.
Madison	William P. Eaton	Edwardsville.
Marion	Hugh Moore	Salem.
Marshall	John N. Fuller	Henry.
Mason	H. H. Moose	Bath.
Massac	William H. Scott	Metropolis.
McDonough	Daniel Branch	Macomb.
McHenry	A. J. Kingman	Harvard.
McLean	Daniel Wilkins	Bloomington.
Menard	Edward Booth	Petersburg.
Mercer	S. B. Atwater	Aledo.
Monroe	James A. Kennedy	Waterloo.
Montgomery	J. C. Tully	Litchfield.
Morgan	Samuel M. Martin	Jacksonville.
Moultrie	T. Y. Lewis	Sullivan.
Ogle	Edward L. Wells	Dement Station.
Peoria	N. E. Worthington	Peoria.
Perry	J. W. Blair	Pinckneyville.
Piatt	John W. Coleman	Monticello.
Pike	J. G. Pettingill	Pittsfield.
Pope	Theodore Steyer	Golconda.
Pulaski	James H. Brown	Caledonia.
Putnam	Rev. Samuel H. Stevenson	Granville.
Randolph	John A. Malone	Chester.
Richland	William H. Williamson	Olney.
Rock Island	William H. Gest	Rock Island.
Saline	F. F. Johnson	Raleigh.
Sangamon	O. S. Webster	Springfield.
Schuyler	Jesse C. Fox	Rushville.
Scott	James R. Haggard	Winchester.
Shelby	A. T. Hall	Shelbyville.
Stark	B. G. Hall	Toulon.
St. Clair	Augustus Whiting	Summerfield.
Stephenson	Alfred A. Crary	Freeport.
Tazewell	S. K. Hatfield	Armington.
Union	Hugh Andrews	Jonesboro.
Vermilion	Prof. P. D. Hammond	Danville.
Wabash	James Leeds	Friendsville.
Warren	James L. Wilson	Monmouth.
Washington	W. H. Clayton	Nashville.
Wayne	John B. Mabry	Fairfield.
White	Charles E. McDowell	Carmi.
Whiteside	Michael R. Kelly	Morrison.
Will	Dwight Haven	Spencer.
Williamson	David G. Young	Marion.
Winnebago	Archibald Andrews	Rockford.
Woodford	John Buckingham	Washburn.

NEWTON BATEMAN, Sup't of Pub. Instruction.

NORMAL SCHOOL REGISTER.

STATE NORMAL SCHOOLS.

STATE.	LOCATION.	NAME OF PRINCIPAL.
Connecticut,	New Britain,	DAVID N. CAMP.
Illinois,	Normal,	RICHARD EDWARDS.
Iowa,	Iowa City,	D. FRANKLIN WELLS.
Kansas,	Emporia,	L. BEECHER KELLOGG.
Maine,	Farmington,	GEORGE M. GAGE.
Maryland,	Baltimore,	M. A. NEWELL.
Massachusetts,	Westfield,	JOHN W. DICKINSON.
"	Framingham,	GEORGE N. BIGELOW.
"	Bridgewater,	ALBERT G. BOYDEN.
"	Salem,	DANIEL B. HAGAR.
Michigan,	Ypsilanti,	ALPHEUS S. WELCH.
Minnesota,	Winona,	WILLIAM F. PHELPS.
New Jersey,	Trenton,	JOHN S. HART.
New York,	Albany,	OLIVER AREY.
Pennsylvania,	Millersville,	J. P. WICKERSHAM.
"	Edinboro,	J. A. COOPER.
"	Mansfield,	FORDYCE A. ALLEN.

CITY NORMAL SCHOOLS.

Philadelphia—High and Normal School—GEORGE W. FETTER.
Oswego—Training School—EDMUND A. SHELDON.
Boston—Normal School—WILLIAM H. SEAVEY.
Chicago—Normal School—EDWARD C. DELANO.
St. Louis—Normal School—ANNA C. BRACKETT.

NATIONAL NORMAL-SCHOOL ASSOCIATION.

President—RICHARD EDWARDS, Normal, Illinois.
Vice-President—JOHN S. HART, Trenton, New Jersey.
" —DAVID N. CAMP, New Britain, Conn.
" —E. A. SHELDON, Oswego, New York.
" —WILLIAM F. PHELPS, Winona, Min.
Secretary—DANIEL B. HAGAR, Salem, Mass.
Treasurer—J. P. WICKERSHAM, Millersville, Pa.
Annual Meeting—The Association meets the day before the annual meeting of the National Teachers' Association, and at the same place with that Association. The latter will hold its next meeting at Indianapolis, commencing on the 15th of August.

EDITOR'S DEPARTMENT.

EDITOR'S CHAIR.

CONVENTION OF COUNTY SCHOOL SUPERINTENDENTS.—We devote no inconsiderable portion of our present issue to an extended report of the recent session of County School Superintendents, held at Bloomington, March 28th. Upward of fifty of the school officers upon whose efficiency depends to so large a degree the success of the cause of education in this state manifested their earnestness and devotion to the cause by their presence at this important gathering, and active participation in its interesting exercises. Justice to so important a body of fellow laborers forbids that their deliberations should be dismissed with a paragraph, and we offer no apology for publishing a full report of the Bloomington Convention.

The practical advantage of meetings like these can not easily be estimated. Through their instrumentality concert of action is secured in all educational enterprises throughout the state. Each superintendent, in stead of being a 'law unto himself', is conscious of other support than his own unguided judgment, and the whole body may march in solid phalanx against the common foe.

The elucidation by the highest authority of disputed points in the interpretation of the School Law, and the consequent prevention or suppression of neighborhood quarrels, would of itself justify the call for such conventions, and we are gratified to learn that they are to be continued.

COMMEMORATIVE SERVICE.—A public service in honor of Mr. C. F. Childs, late Principal of the St. Louis High School, and formerly well known to the teachers of Illinois as Principal of the Model School connected with the Normal University, was held at the Hall of the University on the evening of March 29th, in the presence of a large audience composed of the former pupils and friends of the deceased. Mr. E. C. Hewett presided, and opened the meeting with appropriate remarks.

The exercises consisted of the Reading of selections from Scripture and Prayer by Rev. J. K. Dunn, an Address by Pres. Edwards, a Poem by Mr. A. Stetson, and Singing by former pupils of Mr. Childs.

The following resolutions were presented and adopted:

WHEREAS, It has pleased an Allwise Providence to remove by death our highly-esteemed friend Mr. C. F. Childs; therefore, be it

Resolved, That we hereby express our heartfelt sorrow for the sad loss which we, in common with his family and pupils and the community at large, have sustained in the death of one whose unbending integrity, dignity of character, and purity of life, as well as earnestness and enthusiasm in his profession, have placed in the front rank of teachers, and won for him the respect and admiration of all who knew him.

Resolved, That we proffer our profoundest sympathy to the afflicted family of our deceased friend in this hour of their bereavement, and commend them for consolation to that fountain of Infinite Love which alone can pour a healing balm to soothe the anguish of the sorrowing soul.

Resolved, That a copy of the foregoing resolutions be communicated to the family of the deceased.

A brief biographical sketch of Mr. Childs will appear in a future number.

A SUGGESTION.—Reports of educational gatherings are always thankfully received and promptly published. A simple suggestion may add to the value of such reports. While it is perhaps well to communicate the fact that Mr. *So-and-so* addressed the convention or institute, it is of more service to the cause we represent to make known *what he said*. New ideas, or old ones put in a new light, fresh and original methods of instruction, are not only useful to our readers in all parts of Illinois, but throughout the wide circuit of our exchanges. They are a direct contribution to the grand sum of knowledge upon the most important of subjects. Proper names, gentlemen, if you will, but do n't forget the 'good ideas'. And, while we are upon this topic, let us again solicit contributions to our news department. Educational news items of every kind are acceptable. In regard to the diffusion of educational intelligence (one of the best services of a publication like ours) the *Teacher* is what the voluntary contributions of its friends make it. We shall aim to do our part in culling the best thoughts from our exchanges and reporting such meetings as fall within our reach. Editors are not ubiquitous. Good friends, perusing these lines, *Send us the News!*

TEMPERATE HABITS.—The value of temperate habits in prolonging life and diminishing sickness has been exhibited in the comparison of temperance provident societies with other societies. The Teetotal Society of Preston, England, presents, as we learn from the sanitary reports of Rev. Mr. Clay, not merely the smallest proportion of sick, but it also suffers the shortest average duration of illness. The annual mortality in the Temperance Provident Society of London, during seven years, averaged only 4 in 1,000. In agricultural laborers, in the prime of life, the most highly favored of the working classes in England, it is rated at 8 per 1,000.

Among healthy persons generally, it is rated at 10 per 1,000. Among clerks at the same age, it is no less than 23 per 1,000. If we compare this with the other picture, how great is the difference. Every where the intemperate are among the first victims of epidemics, and also contagious febrile diseases. They are more readily attacked, and more readily sink under disease, than any other class of persons. The pernicious effects of intemperance in throwing the system open to cholera have been admitted by all medical writers in the different countries of Europe.

A COLORED ARTIST.—A correspondent of *The London Athenæum* writes from Rome: "An interesting novelty has sprung up among us, in a city where all our surroundings are of the olden time. Miss Edmonia Lewis, a lady of color, has taken a studio here and works as a sculptress in one of the rooms formerly occupied by the great master Canova. She is the only lady of her race in the United States who has thus applied herself to the study and practice of sculptural art."

VALUE OF COWS.—In a little town in Ohio a lady teacher was exercising a class of juveniles in Mental Arithmetic. She commenced the question, "If you buy a cow for ten dollars"—when up came a little hand. "What is it, Johnny?" "Why, you ca' n't buy no kind of a cow for ten dollars; father sold one for sixty dollars the other day, and she was a regular old scrub, at that!"

Rev. Dr. Whewell, Master of Trinity College, Cambridge, died on the 4th ult. The deceased, who was formerly Professor of Moral Philosophy in the University, was born of humble parentage at Lancaster, in 1794. His writings were numerous and important, the following being among those which have attracted the greatest attention: 'A History of the Inductive Sciences'; 'The Philosophy of the Inductive Sciences', which was subsequently expanded into 'The History of Scientific Ideas'; 'Novum Organum Renovatum'; 'The Philosophy of Discovery'; 'The Elements of Morality, including Polity'; the 'Bridgewater Treatise on Astronomy'; 'Notes on Architecture of German Churches'; 'Lectures on the History of Moral Philosophy in England'; 'Lecture on Systematic Morality'; 'Indications of the Creator', in answer to the 'Vestiges of Creation'. Besides these, he was the author of many educational mathematical works, and some works on university education in connection with university reform; also of a translation of Goethe's 'Hermann and Dorothea', of Auerbach's 'Professor's Wife', of Grotius on the 'Rights of War and Peace', and of three volumes of a translation of Plato, under the title of 'The Platonic Dialogues for English Readers'. Well-authenticated rumor also attributes to him the authorship of 'The Plurality of Worlds', an anonymous book which has created considerable sensation. In addition to his other accomplishments, he was well skilled in archæology, and was a contributor to the literature of Gothic architecture.

Dr. Whewell was a sturdy democrat, although at the head of the most aristocratic of colleges, if we may credit the following statement of a London correspondent. "Whewell was a man who would have made his mark any where in the world. Born the son of blacksmith, and reared, so tradition said, at a north-country forge, he early evinced considerable mathematical talent, and was sent up to Cambridge as a sizar—that is, a poor scholar supported by a college allowance. He rose to be first scholar, then fellow, then lecturer, then tutor, and finally Master of the college. A man of indomitable energy and immense power of application, unlike the majority of college celebrities, he continued his self-education long after the stimulus for exertion had ceased to operate, and became, in consequence, one of the most wide-read of English men of letters. There were very few subjects of science and learning about which he did not know a great deal; more, perhaps, that he had really mastered thoroughly. He was by far the best-informed and most thoughtful man in the University wherein his life was spent. A conservative in politics, a staunch upholder of commonplace orthodoxy in religious matters, he was still, in intellectual matters, eminently liberal. Throughout the whole of the American war he was a staunch advocate of the North, chiefly, I think, because it was the fashion in the halls of Cambridge to profess a sentimental sympathy for the South. Not very long ago, when one of the younger fellows of his college gave utterance in his presence to some views of this kind, the Master interrupted him, saying: 'Sir you are a very young man, and what is worse, you are a very silly young man.' And this sort of Johsonian brutality was one of his characteristics. He was bitterly unpopular with the members of his own college during the first years of his mastership; but gradually they learned that his bark was worse than his bite. He was anxious—so gossip said—to be made a bishop; but no consideration of this kind could influence him in his assertion of what he held to be the rights of his college. Trinity is a royal foundation: the mastership is in the gift of the Crown; and the house where the master resides is,

according to the common opinion, a royal possession. Against this view Dr. Whewell set himself most sturdily. He insisted, on every possible occasion, that the Lodge — as the master's house is called — belonged to the College, not to the Crown. When the Queen paid a visit to Cambridge in company with Prince Albert, some years ago, Whewell is reported to have given great offense at court by saying that the College was proud to receive Her Majesty in *their* Lodge, laying an accent upon the *their*. In the same way he waged perpetual warfare against the judges during the assize-week. It has been the custom from time immemorial for the judges, while stopping at Cambridge, to take up their abode at the Lodge. The master had no objection to the time-honored custom, but he insisted that the judges must come as his invited guests, not as the representatives of the Crown; and, as they refused to make this concession, he pursued them with an almost sublime tenacity of purpose. When they arrived, he would leave the house, lock up the cupboards, remove the servants — do every thing to make their sojourn impossible. He was threatened with injunctions in chancery, with all sorts of mysterious law-proceedings; he knew by his course of action he was throwing away all prospect of preferment; but still he persevered. He was Master of Trinity, and he would recognize no higher duty than he owed to his College. When he wrote his essay upon the 'Plurality of Worlds', it was said that he wanted to demonstrate mathematically that not only was he the master of the greatest college in the known world, but that there could not possibly be any world within the universe wherein there was a yet greater college than his own. He had an iron constitution, was a hale, vigorous man at seventy, and might probably have remained master for a score of years longer, if he had not been thrown from his horse, the other day, while riding. He never recovered from the shock, and died after a few days' illness."

Messrs. Ivison, Phinney, Blakeman & Co. present this month a new advertisement of their well-known and highly-approved American Educational Series of Text-Books.

Read it.—We invite the careful attention of all teachers employed where a regular system of graded schools is unknown to the article entitled 'A Course of Study for Common (or Country) Schools'. The whole essay is eminently sensible, and well calculated to be of service to all teachers ambitious to make the best of their circumstances, even though not the most favorable.

Mr. Henry M. Sherwood advertises in this number of the *Teacher* School Furniture, Ink-Wells, Maps, Globes, and other school requisites and conveniences, all of the most approved styles and best manufacture.

Wisconsin.— Whitewater and Platteville have been fixed upon as the sites of two of the three normal schools soon to be established in Wisconsin. The site of the third is not yet determined.

Messrs. E. H. Butler & Co. publish Mitchell's Geographies, Goodrich's School Histories, and other standard school-books, for a descriptive list of which see their advertisement.

THE SCHOOLMASTER IN LITERATURE.—Some writer has correctly said, "Sir Walter Scott gathers all ungainliness of person, and awkwardness of manner, and slovenliness of dress, into one person, makes him horrid with superstition and pedantry, and names the pedagogue Dominie Sampson." Do our readers remember Irving's picture of his country schoolmaster, Ichabod Crane? What a portrait! "The cognomen of Crane was not inapplicable to his person. He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels, and his whole frame most loosely hung together. His head was small, and flat at top, with huge ears, large green glassy eyes, and a long snipe nose, so that it looked like a weather-cock, perched upon his spindle neck, to tell which way the wind blew. To see him striding along the profile of a hill on a windy day, with his clothes bagging and fluttering about him, one might have mistaken him for the genius of famine descending upon the earth, or some scarecrow eloped from a cornfield."

Our readers will witness the Schoolmaster's last (and best) appearance in literature in the extract else where given from Whittier's last and finest poem, 'Snow-Bound, A Winter Idyl'.

> "*Large-brained, clear-eyed,*—of such as he
> Shall Freedom's young apostles be."

Thank you, Mr. Whittier. Henceforth, when the Magician of the North flutters the shabby robe of his slovenly Dominie full in our faces, or the vision of the scarecrow Ichabod appears with 'long snipe nose' to goad us to indignation not less than mirth at the villainous caricature, we may turn aside with satisfaction to contemplate a better, because a truer, portraiture in Whittier's Schoolmaster.

MESSRS. GEO. & C. W. SHERWOOD, finding their old quarters too contracted for their increasing business, have removed from 118 Lake street to 105 Madison st., Chicago. Their new advertisement will appear in our next issue.

HENRY BARNARD, LL.D., was inaugurated President of St. John's College, Md., on the 22d of January. The State Legislature has appropriated $15,000 a year for six years to assist in reëstablishing the college. The college is a state institution. Dr. Barnard will continue to edit and publish the *American Journal of Education.*

REV. LAWRENCE P. HICKOK has been elected President of Union College. Mr. Hickok has been Vice-President since 1849, and upon him devolved the chief control of the college since Dr. Nott became too feeble to perform his duties.

MR. JOHN ATWATER, whose system of School Government has been before the public for several years, and has been commended by eminent educators, announces a new edition of his Tickets, for 1866.

THE NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS will meet in Indianapolis on the 13th of August next.

THE PUBLIC SCHOOLS of the United States number about 60,000, of which more than one-sixth are in the State of New York.

A PLEA FOR THE QUEEN'S ENGLISH. BY HENRY ALFORD, D.D.—This recent publication we have not yet given a personal examination. From a review in the *N. Y. Independent* we clip two items. "Among the instances of false pronunciation that Dean Alford reproves is the vulgarism, which it seems is no less common in England than in this country, giving what should be the sound of *u* in certain words as if it were *oo*, calling duty, *dooty*, Tuesday, *Toosday;* reading to us that 'the clouds drop down *doo*', exhorting us *dooly* to do the *dooties* that are *doo* from us; asking to be allowed to see the *noospaper*. This is, perhaps, no worse than changing the proper sound of *u* in *du* into *ju*, which is so often done by Irishmen and South-Carolinians, who speak of fighting a *juel* with as much nonchalance as if there were such a word in the English language." "Dean Alford defends the use of the phrase 'It is me', against which the smaller fry of grammarians and pedagogues protest, but which will continue to be said by English men, women and children, as long as the English language is spoken. He even justifies the phrases 'It is him', 'It is her', which Dr. Latham, it seems to us, gives good reasons for rejecting, although he does not go so far as to vindicate 'Him and me done it', which we have heard from the lips of some of our famous New-York poets."

THE NORTH-AMERICAN REVIEW for April has the following table of contents: I. The Error of DeTocqueville. II. Military and Martial Law. III. Character. IV. The New-York Herald. V. Carlyle's Frederick the Great. VI. Our Diplomacy during the Rebellion. VII. International Arbitration. VIII. Dante, and his latest English Translators. IX. The President on the Stump. X. Critical Notices. The number is more than usually excellent.

YOUNG AMERICA WILL OUT.—A clergyman was addressing a large assembly of Sunday-school children: "Now, my little boys and girls," he said, "I want you to be very still—so still you can hear a pin drop." They were all silent for a moment, when one cried out, at the top of his little voice, "Let her drop!"

NORMAL SCHOOLS.—Of the states that have maintained for any considerable length of time, all but *three* have one or more normal schools established under state authority. The three exceptions are New Hampshire, Vermont, and Ohio.

MR. A. H. ANDREWS succeeds Andrews & Bigelow in the school-furnishing business in Chicago. The injunction restraining him from doing so having been dissolved, Mr. Andrews again advertises the Holbrook's School Apparatus.

OXFORD UNIVERSITY, in England, has at last fallen a victim to modern innovation. A ladies' class has, amid much opposition, been established.

IN regard to any thing that grows, one right *former* will accomplish more than a thousand *re*formers. MANN.

MESSRS. SOWER, BARNES & POTTS have become sole publishers of the valuable school-books heretofore published by Mr. Geo. W. Childs, and announce new editions now in preparation.

LOCAL INTELLIGENCE.

CHICAGO.—The membership of the Young Men's Association numbers 1,524. During the year 32,668 books have been loaned to 1,350 members. The library numbers 8,692 volumes. Fourteen lectures have been delivered during the past season, at a total expense of $4,338.30. The total receipts from the lectures were $8,860. Total expenditures of the Association, $11,948.71; total receipts, $13,-378.46.

The total cost of the Police Department of the city for the year ending March 31st, 1866, was $162,257.27. The total amount paid for the support of the city schools during the year ending Dec. 31st, 1865, was $176,063.73.

The annual examination of the Grammar department of the Public Schools was held on the 13th ult. The pupils examined were those of the First Grade, and such members of the Fourth Grade as belonged to it on the 15th of September last, and who had not left it previous to the 15th of February. We append a list of the questions used. It may be proper to state that the studies of the Fourth Grade are—Arithmetic, through the simple rules; Geography; Physical Geography in the Introduction, with enough of Mathematical to explain the terms used, the Hemispheres, the Continents, North America, Introduction to the United States, and the Western States exclusive of those on the Pacific coast. The First Grade in Arithmetic commences with Percentage; in History, with the French-and-Indian War, and extends through the book in both cases. In Grammar the examination was not confined to the First Grade, because of the recent introduction of a new text-book.

[Forty minutes allowed for exercises in Geography and History, and forty-five minutes for all others except Spelling.]

(FIRST GRADE QUESTIONS.)

Arithmetic.— [The examples may be worked out first on slates, and then copied on paper, if pupils prefer to do so; but all the copying must be completed within the time specified. *The solutions should be copied on the paper in full*, so that the Committee may see the process as well as the answers. No books, nor helps of any kind, allowed on the desks, and none to be used during the Examination. All communication to be avoided. Pupils to receive no information from teachers, or others, respecting any of the questions. Every pupil to write at the top of each paper his name, name of teacher, grade to which he belongs, and name of school. Each answer should be numbered to correspond with the number of the question. At the close of the time specified, every paper will be taken up, whether completed or not.]

1. Express decimally 2½ per cent.; 4 per cent.; 6¼ per cent.; 12½ per cent.; ½ per cent.

2. A man has a capital of $20,000. He loses 50 per cent. of his capital in wheat speculations, and 50 per cent. of the remainder in stock speculations. How much money has he left?

3. 5000 is 25 per cent. of what number?

4. Define the terms 'At Par', 'Above Par', and 'Below Par'; and give an illustration of a sale of stocks *below par*.

5. Find the amount of $5,600 at interest 3 years, 6 months and 18 days, at 12 per cent. per annum.

6. What is the present worth of a note for $224, due 2 years hence, discounting at the rate of 6 per cent. per annum?

7. Find the compound interest of $400 for 2 years, at 7 per cent. per annum.

8. Write a proportion, and tell which terms are means and which are extremes.

9. Find the missing term in 72 : ( ) : : 56 : 112.

10. How many pounds of coffee at 4 shillings per pound must be given in exchange for 30 pounds of butter at 2 shillings and 6 pence per pound.

Grammar.— 1. Name the properties of Nouns.

2. Mark with appropriate abbreviations the different parts of speech in the following sentence:

"Alas! John, that you should have acted so unwisely in the presence of your father and mother."

3. Write a sentence containing a Transitive Verb in the Active Voice, and another expressing the same idea by the use of the same verb in the Passive Voice.

4. Write a sentence containing an adjective used as a noun.

5. Compare each of the adjectives Wise and Able, by three different methods.

6. Write one sentence containing a Relative Pronoun, an Adjective Pronoun, an Interrogative Pronoun, and a Personal Pronoun.

7. Correct the following sentences, if they need correction:

"Let every pupil attend to their lessons."
"James, and not William, have done the wrong."
"The chief portion of the lands is sold."

8. Name three Irregular Verbs, and give their principal parts.

9. Give the synopsis of the Verb *Write* in all the tenses of the Indicative Mode, with I.

10. "I visited the store of Jones and Smith."

Tell, by the use of the possessive case, whose store I visited.

"I have upon my table two Dictionaries—one by Worcester and one by Webster."

Tell, in as few words as possible, and by use of the possessive case, what Dictionaries are upon my table.

History and Geography.— 1. Mention three of the principal events of 1775.

2. Draw a map of the State in which the first blood of the Revolution was shed.

3. Mention three of the principal events of 1776.

4. State what you know of the Battle of Trenton.

5. Name the most important naval engagement of the Revolution, with its result.

6. What do you know of the surrender at Yorktown?

7. Name the Presidents in their order, with the length of time of service of each.

8. Draw a map of the country from which Lafayette came.

9. Give the boundaries of the most populous empire of Asia.

10. Draw a map of the country from which slaves were imported to this country previous to the prohibition of the slave-trade.

Spelling.— [The words must be distinctly pronounced once by the Special Teacher and repeated by some pupil in the back part of the room. Pupil will write with ink, and carefully, as no opportunity will be given for rewriting. Penmanship will be marked more especially from the papers in Spelling.]

Recipient. Reminiscence. Analysis. Pulmonary. Synonymous. Victorious. Editorial. Thermometer. Appropriate. Diurnal.

(FOURTH GRADE QUESTIONS.)

Arithmetic.—1. Give in words the following numbers: 910; 810; 1216; 345; 2008.

2. Write in figures the following: Two thousand and ten; Sixteen thousand and eight; Three millions and thirteen thousand; Sixty-seven; One thousand five hundred and six.

3. Write the Roman characters for 1875; 861; 1018; 1276; 1005.

4. Multiply One thousand and seven by One hundred and ten.

5. Add 30055 and MDCCLXIX.

6. Subtract Two thousand and nine from Thirty thousand and ninety.

7. Give the rule for the work of this example:

$$\begin{array}{r} 7560 \\ 1875 \\ \hline 5685 \end{array}$$

8. Write the signs of Addition, of Multiplication, of Subtraction, and of Division.

9. Correct this example if it needs correction, and tell why you correct it.

$$\begin{array}{r} 365 \\ 108 \\ \hline 2920 \\ 365 \\ \hline 6670 \end{array}$$

Geography.—1. Give the boundaries of the State of Illinois.

2. Give the boundaries of the United States.

3. Name the Western States.

4. Name the United States bordering on the Atlantic Ocean.

5. Name three principal mountain-chains of the United States, and give the direction of each.

6. Name three of the principal rivers of the United States, and the direction in which each runs.

7. Name and locate three of the largest lakes of the United States.

Miscellaneous.—1. What is the difference between the light of the sun and the light of the moon?

2. Analyze the word 'light'; that is, tell how many sounds there are in the word, and what the sounds are, also what letters are silent, or have no sound.

3. In the same manner as above, analyze the word 'recite'.

4. Write out the analysis of the following question in Mental Arithmetic; that is, write out in full what you would say if you were analyzing the question in class:

"James had six marbles, and John had eight marbles. How many marbles had both?"

5. In the same manner, analyze the following question:

"Thomas had three dollars more than John, and John had seven dollars. How many dollars had both?"

Spelling.—Audible. Certain. Skirmish. Burglar. Incite. Eclipse. Untried. Foremost. Lonesome. Postage.

NORMAL UNIVERSITY.—The new term opened April 9th, with an unusually full attendance for the Spring session. The Normal class just admitted numbers 23, and promises well in respect to ability and earnestness.

The Model School is crowded to its fullest capacity, demanding, besides the regularly-employed corps of instructors, upward of 80 pupil teachers from the Normal department.

The Faculty has just received a valuable accession in securing the services of Mr. E. P. Burlingham, who has left Geneseo, where his valuable labors were highly appreciated, to fill the post of First Assistant in the Model School.

LACON.—The annual examination of the various departments of our city schools has just closed. It continued one week, and the unusually large number of our citizens in attendance during the entire time, and the great interest in the exercises, and the almost universal satisfaction they expressed at the thoroughness of the examination in most of the departments, as well as the genuine progress evinced, is ample evidence that the efforts of our worthy and efficient Superintendent, M. V. B. Shattuck, late of the Springfield schools, who has been so long and favorably known as one of the most earnest and energetic teachers in this state, are being *duly* appreciated. We were much pleased to discover, by careful observation, that he had discarded the 'old-fogy' methods of instruction adopted by his predecessors, the tendency of which has always been to make the pupils mechanical thinkers — mere machines, to be operated by the teacher; that he has *so* successfully introduced the best modern methods of instruction in the various branches pursued in the different departments of our schools, and in such a manner as to convince the most sceptical of those who attended the examination that the true office of the public school is to cultivate and develop the mind of the pupil in such a manner that he shall become an active, thinking, self-reliant, in stead of a mechanical one. Our citizens are beginning to realize the fact that *there is some* difference between school-*keeping* and school-*teaching;* and our Board of Education, that first-class teachers *are* the cheapest in the end. As evidence of this, I cite the fact that the new board, just elected, are among the most intelligent, influential and substantial business men in the city. The Spring term of our schools has opened finely, and with a large influx of pupils, and we confidently expect that our public schools will soon rank second to *none* upon the Illinois river. Although they now, like most in the West, are overcrowded, and suffer from a want of proper accommodations, yet, with a *live* corps of teachers and Superintendent, they are progressing finely. T.

STARK COUNTY TEACHERS' INSTITUTE, held April 4th, 5th and 6th, at Toulon, organized by placing Rev. A. C. Miller in the chair; Wm. Nowlan was elected Secretary, and Charles Myers, Treasurer.

The first day the attendance was not large, owing to unfavorable weather — a steady rain falling all day. On the second day several teachers from abroad were present; among them Prof. S. M. Etter, late President of the State Teachers' Association, who delivered two addresses before the Institute. The usual exercises were had in the different branches taught in common schools, at times eliciting considerable discussion. Essays, select readings, and addresses, were the order of evening exercises.

An Association, to be known as the 'Stark County Teachers' Association', was formed, with nearly one hundred members. Officers for the ensuing year—Charles Myers, President; R. J. Dickinson, Vice-President; William Nowlan, Secretary; Willis C. Dewey, Treasurer. Executive Committee, Miss E. C. Dyer, Miss S. A. Beatty, B. G. Hall, G. A. Seaver, and Levi Silliman.

The following resolutions were adopted:

Resolved, That every true teacher, or any one interested in the cause of popular education, should at once become a subscriber to and a reader of the *Illinois Teacher*, as we believe it to be worthy of the support of all true friends of education.

Resolved, That in view of the fact that there are a great number of vagrant boys, in every community of the state, who do not attend school, the legislature of the state ought to make an appropriation for the establishment and support of a State Reform School, to be located at some central point.

Resolved, That a system of Teachers' Institutes should be established by law, and that sufficient appropriation should be made to defray the expenses of such institutes.

Resolved, That an appropriation should be made for the support of a school for disabled soldiers, their children, and the children of those who lost their lives in the service of their country.

Resolved, That Superintendent Bateman's proposition for township in stead of district organization should be adopted.

Resolved, That the thanks of the Association are due those persons who have favored the Association with essays.

Resolved, That the thanks of the Association are due Rev. A. C. Miller, for the able manner in in which he has presided over the exercises.

Resolved, That the thanks of the Association are due the citizens of Toulon, for their kind hospitality during its session.

Resolved. That we tender our sincere thanks to Prof. S. M. Etter, for his able, eloquent and instructive addresses before this Association.

Resolved, That the Secretary be instructed to furnish an abstract of the proceedings of the Association to the *Illinois Teacher* and the *Stark County News* for publication.

WILLIAM NOWLAN, Secretary.

PUTNAM COUNTY TEACHERS' INSTITUTE met at Hennepin, on Tuesday, March 27th, and continued in session four days. A large number of teachers were present, and far more than usual interest was manifested both by the teachers and friends of education.

Pres. R. Edwards, of the Normal University; Prof. J. W. Powell, of the Wesleyan University, Bloomington; Prof. A. M. Gow, of Chicago; Prof. W. B. Powell, Superintendent of Peru Public Schools, and other eminent educators, were present and conducted the drill exercises of the institute. Prof. M. E. Kellogg, had charge of the musical exercises, and also drilled the institute in the manner of teaching the elements of music in common schools. A lecture was delivered to the members of the institute and friends of education on Tuesday evening by Pres. R. Edwards, entitled 'The Teacher may be a Man'; on Wednesday evening by Prof. A. M. Gow, upon 'The Conduct and Duty of the Teacher and Parent'; on Thursday evening by Prof. J. W. Powell, upon 'Force in Nature'.

On Thursday evening the following resolutions were reported to the institute and adopted by the meeting, which was composed of the tax-payers, teachers and intelligent men and women of Putnam county, with the most emphatic indorsements, and without a single dissenting voice:

WHEREAS, It is the settled policy of the State of Illinois to establish common schools for the education of the people upon the recognized principle that the 'property of the state should pay for the education of her children'; and

WHEREAS, Many children, from their own willfulness and the indifference of parents, or their inability to restrain them, are not found in the schools, and are growing up to ignorance and vice; therefore,

Resolved, That we recognize the principle which, when the community is taxed for the education of its children, will compel every child to receive so much education as will fit it to discharge its duties as a citizen of the commonwealth, and we earnestly recommend our State Superintendent, and instruct our Senators and Representatives, to use all legitimate efforts to secure the passage of a law that will authorize such counties and townships as shall adopt it by a vote of the

people thereof, to compel the attendance of all children between the ages of six and twelve years at the public schools, unless they are receiving private instruction, or are prevented by physical infirmities.

WHEREAS, The effect of the present laws in relation to juvenile criminals, by either suffering them to escape unpunished, or if punished consigning them to the company of criminals in the county jail, is injurious both to the state and to the youths so convicted of crime; therefore,

Resolved, That we, citizens and teachers of Putnam county, heartily indorse and approve the project of establishing one or more Reform Schools for the reformation of juvenile criminals in this state, and heartily instruct our Representatives and Senators to advocate the measure at the next session of the Legislature.

The friends of education may rest assured that Putnam county is ready to take her place in the first rank under the banner of Educational Advancement.

J. P. WILSON, Sec'y. S. H. STEVENSON, Pres't.

CLARK COUNTY.—We cut the following from a newspaper. Mr. McClure is a student from the Normal University.

"*Mr. Editor:* For some time I have been engaged in visiting the schools of this county, and have noted their method of teaching and the plans by which the schools are conducted. I have visited about sixty schools, in which number I find several very successful ones, and am well pleased with their methods of instruction. There is one school of which I wish to speak more particularly, and that is Mr. Andrew McClure's at Martinsvillle. This school caps the whole climax and is a complete success. I visited it and witnessed the novel mode of Mr. McClure's plan of teaching, and I must say it far exceeds any thing that I have ever witnessed. It surpasses any school in the county, the higher institutions of learning not excepted.

"The citizens of Martinsville may well be proud for having such a competent and efficient teacher among them. It is strictly a model school, and a complete system within itself. Nothing is aimed at but thoroughness and the developing and disciplining of the youthful mind. Mrs. Sacket is doing her part well, and her school is working like a charm. She merits the approbation of her pupils, and the praise of her patrons. And in respect to the students, I must say that I was struck with astonishment, and filled with admiration in witnessing their recitations. Such unraveling and unfolding the beauties of every branch of study which they recited has never been equaled or excelled by any class of scholars in this county. Their elucidations were clear and explicit, and nothing was left untold or unexplained. Such a class of scholars is an honor to their unparalleled teachers, and I shall commend them wherever I go, and hold them up as worthy of the highest imitation. The teachers of this county would do well to suspend their schools and visit Mr. McClure's and learn his method of instruction. I am sure they would never regret the loss of time and the trouble."

JAMES DAWSON, County Superintendent of Schools.

LEE COUNTY.—Superintendent Preston thus writes in a letter dated April 12th: "We have just closed one of the most interesting and profitable meetings of the Lee County Teachers' Institute that has ever been held in our county. Nearly 130 teachers were present, 46 of whom entered the class on Friday for public examination. Thirty-six of the number obtained certificates, two-thirds of which were second-grade.

BOOK NOTICES, and some other matters, are unavoidably deferred till next issue.

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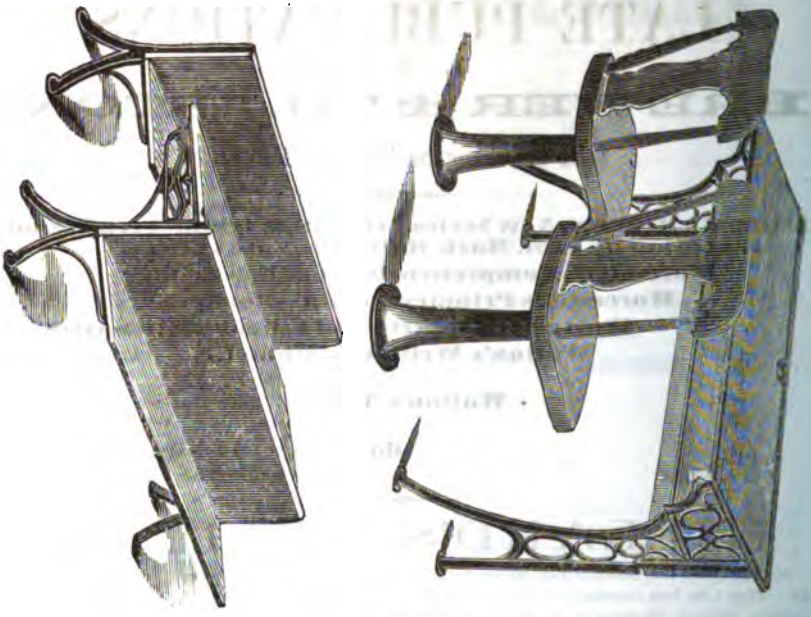
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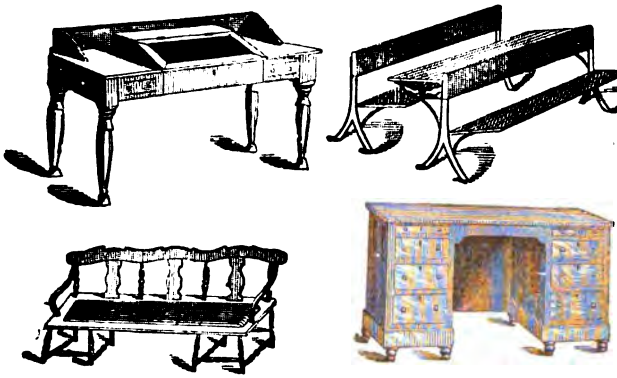
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THE

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ILLINOIS TEACHER.

VOLUME XII. JUNE, 1866. NUMBER 6.

ILLINOIS STATE TEACHERS' ASSOCIATION.*

PRELIMINARY HISTORY.

FEW even of the older states of the Union have an educational history more rich, varied, and instructive, than that of Illinois. When that history shall be written and due honor shall be given to those who have, within two score years, raised the state to the high position which she now holds, worthy mention shall be made of that association of young men, seven in number, who, early in 1829, while pursuing their studies in Yale College, devoted themselves to a life-work in the cause of education and religion in the then new state of Illinois. The names of these seven were Mason Grosvenor, Theron Baldwin, John F. Brooks, Elisha Jenney, William Kirby, Asa Turner, and Julian M. Sturtevant. The first fruits of their exertions was the establishment of Illinois College in 1829, at Jacksonville, which has ever since been a centre of right influence for the whole state. The after-fruits of their united and individual action and influence in behalf of education, both general and special, and by no means confined to the one State of Illinois, can not be estimated — indeed, are not yet ended.

In the progress of the Lyceum movement, originated by Josiah Holbrook in 1828, a 'State Lyceum' was organized at Vandalia on the 10th of December, 1831, before which a course of lectures was delivered in the following May by Judge James Hall, Jeremiah Abbott, W. Brown, and W. L. D. Erving. Like most of these institutions, it probably soon became extinct. Less imposing in its preten-

* From Barnard's *American Journal of Education* for June, 1866.

sions, but more effective, has been a state society formed in Jacksonville, in 1833, and styled the 'Ladies' Association for Educating Females', which is still in existence and in active operation. Its principal object has been to encourage and assist young women in procuring an education and fitting themselves for usefulness, and it is expected that most of those thus assisted will become teachers, at least for a time, though no engagement to do so is required. More than seven hundred young ladies have been educated by its instrumentality. The character of its work can not be better described than in the words of one of its founders:—"Silent, catholic, economical, and persevering, it has been so Christ-like in its labors that the world has never known and could not stop to read its history. Its anniversaries have been simple exponents of an institution partaking so little of the spirit of the world: no noise or parade, but a plain statement of its labors, expenditures, and successes. Its history is written in the heart of many a missionary, toiling in obscure indigence; it is written, too, in the heart of the orphan and the poor, who, by its timely aid, have been able to break the fetters by which poverty held back their aspirations for knowledge; it will be read in the ages to come, in the light of heaven." Among the earliest officers of the institution were Mrs. John Tillson, *President;* Miss S. C. Crocker, *Vice-President;* Mrs. T. Baldwin, *Secretary;* and Mrs. H. Batchelder, *Treasurer.*

The first Educational Convention was held at Vandalia, February 13th, 1833, by gentlemen from different parts of the state desirous of encouraging education and especially common schools. After an address on education by James Hall, Esq., an Association was organized under the title of the 'Illinois Institute of Education'. An effort was made to procure statistics and information in regard to schools and the condition of education, but with what success, and whether any subsequent meetings were held, does not appear.

A second convention was held at Vandalia, December 5th and 6th, 1834, at which sixty delegates were present from over thirty counties of the state, principally members of the General Assembly then in session, among whom were Abraham Lincoln, Stephen A. Douglas, and others whose names became afterward well known in the state. Hon. Cyrus Edwards was chosen President, and Stephen A. Douglas Secretary. An address to the people was drawn up by a committee of which William Brown, of Jacksonville, was chairman, and also a memorial to the Legislature, by a committee consisting of Messrs. J. J. Hardin, J. M. Peck, Benjamin Mills, W. Brown, D. Baker, Alfred

Cowles, and Henry Moore. Through the influence of this convention some important changes were effected in the previous school-laws of 1825, 1829, and 1833. No farther general effort at improvement was made for several years. In January, 1837, the first educational periodical in the state was established at Jacksonville, styled the *Common-School Advocate*, and continued through the first volume, under the direction of Rev. Theron Baldwin.

In February, 1841, was formed the 'Illinois State Education Society' at Springfield, to "promote, by all laudable means, the diffusion of knowledge in regard to education; and, especially, to endeavor to render the system of common schools throughout the state as perfect as possible." Its first officers were—*President*, Hon. Cyrus Edwards; *Vice-Presidents*, Col. Thomas Mather, Hon. William Thomas, Hon. S. H. Treat, Dr. W. B. Egan, and Onslow Peters; *Directors*, President J. W. Merril, Professor Newman, Peter Akers, D.D., J. W. Jenks, and Hon. W. Brown; *Secretaries*, A. T. Bledsoe and C. R. Welles; *Treasurer*, P. C. Canedy. A memorial was prepared and presented to the Legislature then in session, urging the appointment of a State School Superintendent, and other amendments to the school system. A new school-law was passed, which, however, embraced but few of the desired improvements. The publication of a school journal was again attempted under the auspices of this society, called the *Illinois Common-School Advocate*, Edmund R. Wiley, publisher. It was continued from May to September, 1841. Among the measures advocated by it was the formation of 'Teachers' Associations'.

Another effort was made by the friends of popular education to secure, through the Legislature of 1843, the establishment of the office of Superintendent of Schools, which had become now to be regarded as essential to a comprehensive system of public instruction. Petitions in this behalf were widely circulated for signatures, but it was found that the people generally were themselves opposed to the change, chiefly on the ground of supposed expense, and consequently nothing was done by the Legislature, though President Sturtevant delivered several lectures at the capital upon the need and practicability of more efficient supervision. Notwithstanding this ill success, it was believed by many that the time was ripe for the proposed measure, and that a general convention should be called together of the right men, not for investigation and discussion merely, but to devise a system of common schools that might be recommended with confidence to the succeeding Legislature. Such a suggestion was made in May, 1844, by

J. S. Wright, editor of the *Prairie Farmer*, in which able and widely-circulated agricultural paper an 'Education Department' had been commenced March, 1843, for correspondence and interchange of views upon educational topics. The proposition was very favorably received, and an appointment was made for a convention of delegates, teachers, and friends of education, to meet at Peoria, October 9th, 1844.

The convention was not largely attended, but was unanimous in favor of a state superintendency and of taxation for the support of schools. A plan of a school system was drawn up, and a long and able memorial to the Legislature prepared by a committee consisting of Messrs. J. S. Wright, Secretary of the convention, Rev. Mr. Pinckney, and H. M. Wead. The proposed bill was explained and sustained by J. S. Wright before the legislative committees. The result was a general revision of the School Laws, and the passage of an Act making the Secretary of State *ex officio* Superintendent of Schools, authorizing special taxation for school purposes, and introducing other decided improvements upon the former system. Committees were also appointed by the convention to make arrangements for a 'Teachers' Convention' at Jacksonville, June 26th, 1845, and to there report a series of text-books for common schools and academies. A call was afterward issued for a Common-School Convention of teachers and others, to meet at Springfield on the 9th of January, 1845, "for the purpose of organizing a State Education Society, and for adopting such other measures as may seem best calculated to increase the interest in common schools and give efficiency to the laws respecting them." Both of these meetings were held, but we have no report of their proceedings.

In accordance with an appointment made by the convention which met at Jacksonville in June, 1845, a committee, consisting of Messrs. G. M. Meeker, William Jones, and W. H. Brown, issued a circular calling a General Common-School Convention, to meet at Chicago, October 8th, 1846. The invitation was extended to the friends of education generally throughout the West, and the programme of exercises included addresses from Henry Barnard, and other educators from the East, and essays from J. M. Sturtevant, W. H. Williams, Francis Springer, Professor J. B. Turner, A. W. Henderson, Rev. C. E. Blood, J. S. Wright, William Brown, and T. M. Post. One of the most important results was the formation of the 'Northwestern Educational Society', contemplating a union in the efforts of the friends of

education in all the Western States for mutual benefit and improvement, and which subsequently held annual meetings at Milwaukee and Detroit. At the close of the convention, a 'Teachers' Institute', the first in the state, was organized, and continued in session several days.

The earliest Teachers' Association of which we find mention was the 'Franklin Association of Common-School Teachers', for the counties of Green, Jersey, Macoupin, and Madison, organized October 2d, 1845, with the following officers:—*President*, Rev. L. S. Williams; *Vice-Presidents*, Rev. H. Loomis, William Tryon, L. S. Norton, and Rev. O. Cooley; *Treasurer*, C. L. Bacon. The Kane County Educational Association was formed in January, 1847; the DuPage County Educational Society, and Circulating School Library, in June, 1847. The next recorded are the Teachers' Associations of Ogle and Kane counties, formed in 1850. The earliest County 'Teachers' Institute' that appears on record is that of Lasalle county, in October, 1849.

An Educational Convention met 'according to appointment' in Springfield, December 16th, 17th, 19th, and 23d, 1846, with delegates from twenty-eight counties. Hon. John Dougherty was President; J. B. Watson and D. M. Kelsey, Secretaries. Various topics of educational interest were discussed, and a committee instructed to memorialize the Legislature for amendments to the School Law, and especially for making the School Superintendency a distinct office, to be filled by the Legislature. A resolution was also adopted favoring the organization of a State Education Society, but no steps seem to have been taken toward effecting it, nor any other convention held until 1849. A convention then met at Springfield, January 15th to 18th, during the session of the Legislature; Hon. J. B. Thomas President, and William Bross Secretary. A committee was appointed to prepare a memorial to the Legislature and draft a bill for a school law that should embrace the following principles: That the property of the state should be taxed to educate the children of the state; that the office of State Superintendent of Public Instruction should be separate and distinct from every other office; that the County Commissioners should receive a reasonable compensation for their services as *ex officio* County Superintendents of Schools; and that a portion of the College and Seminary Funds should be devoted to aid in the education of common-school teachers. These several principles were now for the first time pressed upon the attention of the Legislature; but, though the School Law was revised at this session, the system was left essentially as before.

INDUSTRIAL EDUCATION CONVENTIONS.

In 1851 commenced a series of conventions in behalf of industrial institutions, which excited much attention, originated the movement which resulted in the subsequent donation of lands by Congress to the several states for the benefit of Agricultural Colleges, and prepared the way for the formation of the State Teachers' Association and the establishment of the Normal University. The first of these conventions was held at Granville, November 8th, 1851, and was composed of members of the industrial classes of the state, actively and personally engaged in agricultural and mechanical pursuits. The principal subject of consideration was the want of industrial schools, and resolutions were passed approving of immediate measures for the establishment of a University to meet the wants of the industrial classes of the state, and of high schools, lyceums, institutes, etc., of a similar character in each county; and it was proposed to apply to the Legislature for the appropriation to this purpose of the University Fund of the state, in stead of its division among the different colleges, as contemplated by those institutions. Prof. J. B. Turner, of Jacksonville, submitted a plan of such a University, in which the specific education of common-school teachers was made a primary feature, and the University and Seminary Funds of the state the principal early reliance, and thus a central point to be established to which large grants of public lands might be attracted, and whence the system might be extended to all the states of the Union.

The second convention was held at Springfield, June 8th, 1852; Dr. J. A. Kennicott, President; J. T. Little and Joseph Morgan, Vice-Presidents; and W. H. Powell, Secretary. Professor Turner stated the outlines of his plan for an Industrial University, which was sustained by J. T. Little, Mr. Lumsden, Professor Wood, and others, and vigorously opposed by Professor Evans, Dr. Roe, and Professor Cummings, who, as representatives of the colleges, maintained that they should be made the agency for the application of the funds of the State to the education of the industrial classes. The debate resulted in the appointment of J. B. Turner, John Hise, Oaks Turner, J. T. Little, and Aug. Adams, as a committee to memorialize the Legislature for the establishment of an Industrial University.

The third convention met at Chicago, November 24th, 1852; Bronson Murray, President; Ira Potter, J. A. Kennicott, and J. Davis, Vice-Presidents; J. F. Dagget and Charles Kennicott, Secretaries.

The 'Illinois State Industrial League' was organized, of which J. B. Turner was elected Principal Director, and John Gage, B. Murray, Dr. L. S. Pennington, J. T. Little, and W. A. Pennell, Assistant Directors. Professor Turner's plan was again discussed and its general principles approved, though the admission of a 'Classical Department' was strongly and decidedly objected to. It was agreed that the proposed University should be for the education of both sexes; and manual labor was recognized as a necessary and honorable element in its plan. Mr. Gage argued at length in favor of making the phonetic system an essential element in the course of instruction. J. B. Turner, William Gooding, and Dr. J. A. Kennicott, were appointed to more fully digest the plan of the institution in accordance with the general principles expressed by the convention, to be submitted to the next meeting and also laid before the Legislature; and Governor A. C. French, Hon. David L. Gregg, and Dr. L. S. Pennington, were made a committee to petition Congress for a grant of public lands for the establishment and endowment of Industrial Institutions in each and every state in the Union — a department for the education of common-school teachers being made an essential feature of the plan.

The fourth convention was held at Springfield, January 4th, 1853; Bronson Murray, President. Under the discussions of this meeting, which were participated in with the deepest interest by many of the members of the Legislature and executive officers of the state, the views and actions of the members assumed a more decided shape. A memorial was drawn up by W. F. M. Arny, of Bloomington, which, together with the similar memorial of the committee of the previous year, was presented to the Legislature. A joint resolution was unanimously adopted by that body, instructing and requesting the Senators and Representatives of the state in Congress "to use their best exertions to procure the passage of a law of Congress donating to each state in the Union an amount of Public Lands not less in value than $500,000, for the liberal endowment of a system of Industrial Universities, one in each state in the Union, to coöperate with each other and with the Smithsonian Institute at Washington, for the liberal and practical education of our industrial classes and their teachers." The Governor was also instructed to forward copies of the resolution to the Executive and Legislature of each of the other states. Though not immediately successful, yet the movement finally resulted in the passage of the Act of Congress of July, 1862, making liberal appropriations of lands "to the states establishing colleges for the benefit of agriculture and the mechanic arts".

The fifth and last Industrial Convention was held at Springfield, in January, 1855; John Gates was elected President; Uriah Mills and H. C. Johns, Vice-Presidents; W. F. M. Arny and C. W. Webster, Secretaries. Addresses were delivered by Dr. R. C. Rutherford, on 'Industrial Education as Advocated by the Industrial League'; by Bronson Murray, on 'Practical Education'; by Professor Adams, on the 'True Philosophy of General and Universal Education'; and by Professor Daniels, of Wisconsin. Messrs. Rutherford, Mills, and Swan, were appointed a committee to report the general heads of a plan for the establishment of a State University, and reported in substance that the first departments instituted in such institution should be a Normal-School Department, a Department of Practical and Scientific Agriculture, a Department of Practical and Scientific Mechanics, and a Commercial Department. The report was adopted, and a committee appointed to confer with the legislative committees upon the subject. J. B. Turner, B. Murray, W. A. Pennell, H. Johns, J. A. Kennicott, and Uriah Mills, were appointed to draft a bill for the establishment of a University and urge its passage by the Legislature. A memorial was accordingly presented and a bill submitted, which received favorable consideration from the Senate committee but was postponed to another session.

[To be continued.]

THE NEWSPAPER EXERCISE.

Books can not always please, however good.—CRABBE.

THE lack of general intelligence in our schools is surprising. Pupils ready in the discussion of algebraic formulæ or Latin analysis will respond to a question pertaining to every-day life with a stare of the most artless innocence. They are searching, ready students, versed in the definitions of the books,—but as apparently ignorant and regardless of the great world swaying around them as though fingering their lexicons amid the rings of Saturn. This narrowness of mental comprehension is easily accounted for. Diligent pupils are so closely occupied with lessons that they have little leisure for reading; while idle heads that have no interest in study have generally no interest in any thing else. Again, the home atmosphere, in its conversations and instructions, should exert an ever-active influence on the growing

mind; but in how many families are the news of the day and the questions of literature commented upon at the dinner-table or by the fireside? Even in the case of children fond of reading, this fondness craves simply the love-romance, the tragic tale, rejecting aught sober, solid, or instructive. In short, to prove the truth of these statements, let any one take ten or twelve of the most prominent items from the current events of the day, and propose them for the consideration of the larger boys and girls of a school. How soon the bright eye will lose its lustre, and the downcast face assume an expression of despair! To meet this deficiency of general knowledge, the introduction of the newspaper into the school-room will be found very effective.

Take some half-hour once a week—say the last half-hour on Friday, as all lessons then are over and the minds of the pupils are free,—require books and slates to be put away, and all to fasten their eyes intently on their beloved preceptor. School and teacher are resolved into a Committee of the Whole: there is perfect liberty to ask or answer, suggest or refute. You sit before the thirsting minds, paper in hand, and run your learned eye over the columns. The Telegraph reports "The Fenians concentrating in Maine." Will some one tell me who the Fenians are, what their object? An ominous silence. Finally, a faint voice: "Men to free Ireland." But why to free Ireland? They will now be ready for a brief explanation of the wrongs Green Erin has suffered for ages from the English, and the unsuccessful rebellion, headed by her noble sons. You read again: "The Imperialists losing ground in Mexico." Where is Mexico, its productions, surface, people—who are the Imperialists, and with whom are they fighting? Susan has heard her father say that Maximilian is carrying on a war against the Mexicans, but does n't exactly know what for. The answers to the geographical queries which some can perhaps give will serve to review their information in that science; but to place the reasons for the Austrian's presence in that sunny land will call for some familiar allusions on your part to France, Louis Napoleon, Mexico and her sad scenes of turmoil from the times of Cortez. And so on through the events carried over the wires.

"New Books: Snow-Bound. A Winter Idyl, by John G. Whittier. Boston: Ticknor & Fields. Letters of Life, by Mrs. L. H. Sigourney, 8vo. New York: D. Appleton & Co." Here is room for dozens of inquiries: What is an idyl — who is Whittier — what else has he written — what do you know about Boston — what periodicals do

Ticknor & Fields publish — who is Mrs. Sigourney — what is meant by 8vo — what wonders and men in New York? "Gordon Cumming, the African traveler, is dead." What other travelers in Africa, or any where — our greatest traveler? "Spurgeon smokes, and drinks beer." Who is he — can you name some eminent preachers, living or dead? Thus, glancing your eye over the page and keeping in view the peculiar wants of your hearers, you can not fail to find a variety of morsels — biographical, tragic, sentimental, accidental, foreign, domestic, ancient, and modern — that will be quite acceptable to their intellectual palates. A few excellent jests from Frank Leslie's *Budget of Fun* given between the soberer items, will relieve attention and add seasoning to the dish, serve as sugar coating to the solid substance.

BATAVIA. W. W. D.

TRIBUTE TO NEW ENGLAND.

BY A 'STRAY YANKEE'.

HAIL to New England,—dear home of our childhood!
Sweet is the thought of her vales and her hills;
Glad is the music of her rushing rivers;
Pleasantly murmur her brooks and her rills.

Grand are her mountains when morn casts their shadows
Far o'er her valleys 'neath mist-wreaths uprolled;
Beautiful stand they, when evening's slant sunbeams
Tip their tall summits with crimson and gold.

Dear her old forests, where walnuts and chestnuts
Lured our young steps with their rich autumn store;
Dear, too, her rocks, where our little feet wandered,—
Dear, though we play on their summits no more.

Though the rich products of plain and savanna
Smile on no hill-side and gladden no glen,—
Proud old New England, for her stony bosom
Still is the seed-bed of thoughts and of men.

"THE true ideal of a system of public education requires that the schools shall be free to all, good enough for all, and attended by the children of all."

TEACHERS' LIFE DIPLOMAS.

I HAVE oftentimes been not a little surprised to hear some teachers object to the idea of 'Life Diplomas' being granted to such teachers as have, by passing a satisfactory examination, shown themselves, in respect to character, ability, and experience, entitled to receive them.

I propose briefly to consider a few of what are alleged as objections. 'Life diplomas', say some, will give the 'old' men an advantage over the young ones, and create a privileged class. The word *old*, on the Pacific Coast, is rather a difficult one to define, inasmuch as we often hear men of thirty-five years of age, and unmarried girls over seventeen, spoken of as 'getting pretty old'. But, assuming the objector's meaning to be that 'life diplomas' 'will give to those who have had much experience an advantage over those who have it not', I answer that, as far as regards experience, it will give them no more advantage than they already possess. Does not experience in any walk of life give its possessors advantages over those who have had little or none? Look, for instance, at the medical profession. How anxious are persons in ill health to consult an *experienced* practitioner! On the other hand, how cautious they are—how chary of their patronage—to one who is inexperienced. For, though a man in any profession may understand his business well, he must prove that to the satisfaction of the public before they will give him their confidence.

Again: it is urged that 'those who receive 'life diplomas' will lie back on their laurels, cease to improve themselves or to keep up with the times, and consequently, get rusty'. My private opinion with regard to this is, that those who successfully pass through the 'fiery trial' for a 'life diploma' will prove to demonstration that they do not belong to the *rusty* order.

But, even supposing, for argument's sake, that any one who held a 'life diploma' was disposed to 'lie back on his laurels', and become listless and inattentive to his duties as teacher: would not the Argus-eyes of the public be upon him? What would those who employed him, care for his 'diploma'? Nothing at all. If he did not suit them, they would soon discharge him. To recur for a moment to a point already noticed, viz., that 'diplomas' will give to those who obtain them additional advantages. Whatever advantages they may give will be nearly, if not quite, balanced by the fact that the public will

expect a great deal more from those who hold them than from many others. They will expect to find the holder of a 'life diploma' a perfect teacher in every sense of the word.

. . . . . .

Finally, I ask, is the 'science of teaching' a profession? I contend that it is, and that we have a right to 'life diplomas' the same as in other professions. There is no necessity for the 'annual examination' of those who have been engaged in teaching for years; and I assert that, if such a necessity exists, those who create it are not the men they might be, and indeed ought to be. But the holding of a 'life diploma' will not prevent any person passing an examination, any time he wishes to do so for his own satisfaction.

One desirable object which will be secured by the holding of a 'life diploma' is this: it will prevent the annoyance of being compelled to undergo frequent examinations. Bnt the chief object, as I understand it, sought to be obtained by the issuing of 'life diplomas' is to show that teaching is a profession, not only in word but in deed. Shall that science by which the human mind is trained to habits of correct thought, patient study, and thorough investigation,—without which no other science can be acquired,—shall it, I say, be looked upon as a mere nothing—as a thing which any *pretender* can do. Does not the working power educed and nurtured in the schoolroom enable mankind to grapple with difficulties of all kinds, and to search out the secrets of all the philosophies with which mankind is acquainted? Viewed in this light, teaching is seen to be a profession involving momentous interests; and it is high time that it was recognized as such. When we look at the amount of scholastic ability, energy, and knowledge of human nature, which a teacher must possess, in order to be successful, does it not seem degrading to think that a teacher should have his small salary fixed some times by one who can not write his own name, and whose knowledge of definitions is mostly limited to a mistaken idea of cheapness?

Let us arise, then, fellow teachers, with that determination which insures victory, and with our pens, our works, and our means, do our *whole* duty in elevating the 'science of teaching' to its true dignity of a profession.

California Teacher.

Good Advice.—Says Thomas to Joseph, "In danger, you know,
An excellent thing is presence of mind."
Says Joseph to Thomas, "I grant that is so;
But absence of body is better, you 'll find."

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
Springfield, Ill., June, 1866.

STATE EDUCATION.

THE movement in behalf of a more distinct public recognition of teachers of superior merit and ability, which has resulted in the present law authorizing the State Superintendent of Public Instruction to grant, upon certain conditions, State Certificates, valid for life, originated with the teachers themselves of the state. The discussion of the subject began in the State Teachers' Association, about ten years ago, and was continued in that body and in the county institutes, with unabated interest, until the idea was first embodied by the Legislature in the school-law passed February 22d, 1861. The provisions of that act in relation to State Certificates were modified and improved by the last General Assembly, and the law as it now stands is thought to be highly judicious and useful, throwing all necessary safeguards around the granting of professional diplomas, and insuring the respect and confidence of teachers and of the educational public.

The views of the friends of common schools in respect to the reasonableness of State Diplomas, and their vitalizing influence upon the whole system, will be seen from the following language, taken from a report on the subject made before the passage of the first law in relation to State Certificates:

"The salutary influences upon the position and character of teachers, which are anticipated as the result of grading county certificates will, it is believed, be strengthened and accelerated by the inauguration of the proposed plan of State Certificates or diplomas. Under the present system, the most any teacher in our common schools can hope for is a license to teach in one county for two years. No matter what his age, talent, experience, or skill, he can obtain nothing higher than this. He may have, added to the finest natural abilities and teaching powers, a thorough course of general training in the best literary institutions in the country, and an equally complete professional training in the normal school; he may have grown gray in the service and been revered by thousands of grateful pupils whom he had clothed with power and guided to usefulness and honor; all this might be true, and yet if such a man, with his well-earned honors thick about him, with the living trophies of his genius and skill scattered every where, should come to Illinois, he could not teach in the obscurest district to be found in the darkest corner of the state, without submitting to an *examination*, and obtaining a certificate of *qualifications* to teach a common school! And if, in two years, he, the light and strength of a hundred schools, should wish to teach in an ad-

joining county, he must again be examined and licensed, and so on for each of the one hundred and two counties of the state. Each county line strips him of his learning, immunities, and honors, as the whirlwind strips the tree of its foliage; and he no sooner crosses it than he must stand, naked and trembling, before a new tribunal, to be graciously invested again with that of which he had so suddenly been dispossessed! Is it so with lawyers, doctors, ministers? Must an attorney have as many licenses in his pocket as there are counties in his circuit, and must these be renewed every two years? Does a physician's diploma lose its virtue at a county line, or will the law declare he shall have no fees if he visits a patient across the line? Does a clergyman lose his theology, or require a fresh licensure, when he changes his parish?

"It is not proposed to extend or in any manner disturb the jurisdiction of commissioners or the validity of the certificates issued by them, but to provide for a new class of certificates; not to enlarge the powers of existing tribunals, but to erect a new one, with authority to act in certain cases and within prescribed limits. It has long been the opinion of the most intelligent friends of common schools in the state that some such plan as the one suggested would be of immediate and lasting benefit. The subject has been repeatedly considered by the teachers of the state in our Association. The measure is needed to give harmony and completeness to all those instrumentalities of the system which pertain to teachers. It would infuse new life through the rank and file of our whole educational force. It would kindle a fire that would animate the coldest and dullest. Competition for the glittering prize of a State Diploma would create an enthusiasm for the attainment of a higher standard of scholarship and skill in teaching, which would penetrate all ranks and classes of the profession. It is believed that it would be a substantial and progressive step toward the realization of such a practical recognition of the claims of the teacher's vocation to be ranked among the distinct and well-defined professions as has long been anticipated and hopefully labored for."

The practical effect of the law, thus far, has vindicated the opinions and expectations expressed by its friends through the foregoing extract. The provisions of that law have attracted the notice and approval of educational men in the older states, and in several instances have been substantially adopted. I think it safe to anticipate still more beneficial results, as the purpose of the law and the manner in which it is carried out are better understood.

Applicants for the State Diploma are expected—

1. To present satisfactory evidence of good moral character.

2. To have taught with decided success not less than three years, at least one of which shall have been in this state.

3. To pass a thorough examination in Orthography, Penmanship, Reading, Mental and Written Arithmetic, English Grammar, Modern Geography, History of the United States, Algebra, the elements of Plane Geometry, and the Theory and Art of Education.

They are also expected to evince some elementary knowledge of the

Natural Sciences, especially of Botany, Physiology, and Zoölogy, as these are now considered essential to success in the more recent and improved methods of primary instruction. Acquaintance with the school-laws of Illinois, or so much at least as relates to the legal rights and duties of teachers, is also expected.

All regular graduates of our State Normal University, who have taught successfully for three years (one year in Illinois), are entitled to the State Diploma without further examination; and the same privilege will be extended to such graduates of other normal schools (and to such only) as have passed through an equally extended course of study.

The examination is conducted by both the oral and written methods. Written answers are required to printed questions, a specified time being allowed to each subject; while the applicant's practical teaching power, knowledge of the theory and methods of instruction, etc., are elicited by oral questions and answers. The result of the oral examination has quite as much to do with the success of the candidate as that of the written examination — rather more, in fact, since there are so many points of the greatest practical importance that can be brought out in no other way.

The recent examination in Chicago, although not so numerously attended as was anticipated, was in all other respects highly satisfactory. I desire to acknowledge my indebtedness to the City Superintendent of Schools, and to the Board of Education of Chicago, for their courtesy in providing every thing necessary for the occasion, and to Messrs. M. W. Leavitt and D. S. Wentworth, of the Chicago Board of Education, and Messrs. J. D. Low and J. H. Blodgett, for their constant attendance during the exercises, and their faithful and efficient services in the examination of the papers of the candidates. The four gentlemen last named constituted the State Board of Examiners.

The character and scope of so much of the late examination as was conducted in writing will be seen from the annexed lists of the printed questions used on that occasion. An inspection of the questions must satisfy any superior teacher that they are at least not too *difficult*. It was not the intention to make them so, and will not be hereafter. It is not necessary to propose very difficult or abstruse questions, in order to arrive at a satisfactory estimate of the qualifications and ability of applicants. The intention of the law is to seek out teachers who have *already achieved* a solid reputation as successful and accomplished workmen, teachers who have already earned and attained a

prominent position in the profession, and confer upon them the honor of a life certificate. The examination can not be dispensed with, for reasons that will occur to all; but it is not to that alone, or chiefly, that the board look for the best evidence of fitness to receive the diploma, but rather to the known and acknowledged skill and success of the candidate as a teacher, as shown by appropriate testimonials and references.

Of course, no one would receive a certificate who should fail in the examination; but no one who has acquired, in an intelligent community, a substantial reputation and an honored name as a really superior teacher will or can fail in any examination that has been required, or that will hereafter be prescribed, under the statute.

The teachers of the state are respectfully invited to sustain the policy which they have inaugurated, and the legislation which they have secured. The general character of future examinations can be inferred from the lists of questions published herewith. I shall be pleased to hold further examinations at such times and places as may be desired, provided a suitable number of teachers shall signify their wish to attend.

QUESTIONS PROPOSED TO APPLICANTS FOR STATE CERTIFICATES AT THE EXAMINATION HELD IN CHICAGO, APRIL 24, 1866.

MENTAL ARITHMETIC.— 1. A man does a piece of work in $1\frac{1}{5}$ days; what part of it can he do in a day?

2. What part of $1\frac{4}{5}$ is $\frac{7}{8}$?

3. If $1 in gold is worth $1.47 in currency, how much in gold will $1 in currency be worth?

4. How many men will earn $60 in 20 days, if 3 men earn $4.50 in $\frac{1}{2}$ of a day?

5. Divide 75 marbles between two boys, so that their numbers shall be to each other as $\frac{2}{4}$ is to 3.

6. A man buys flour for $8 per bbl. and loses $\frac{1}{9}$ of it: how must he sell it per bbl. so as not to gain or lose?

7. The sum of two numbers is 42; $\frac{3}{5}$ of the less is equal to $\frac{1}{3}$ the greater; what are the numbers?

8. Divide $\frac{1}{2}$ by $\frac{3}{4}$.

9. What will be the length in feet of a square piece of ground containing $\frac{1}{9}$ as much as a piece $3\frac{1}{2}$ rods square?

10. A man divided 24 marbles between his two sons, so that one had $\frac{2}{5}$ more than the other; how many had each?

Please write in full the analysis of each example.

WRITTEN ARITHMETIC.—1. Subtract 2599 from 3098, and explain the work.

2. Having the dividend, quotient and remainder given, how is the divisor obtained, all the given numbers being used?

3. Explain the process for finding the greatest common divisor of 30, 75, 105, and 135.

4. What part of 3 lbs. Troy is $1\frac{1}{2}$ grains?

5. Explain why the difference in time of two places 7′ apart is 28 sec.

6. $(.5 \div 5000) \times (.2 \div 500.) = ?$

7. Write a note for 60 days for which you could get $500 at a bank, discount being 6 per cent.

8. If seven men earn $75.60 in $5\frac{1}{7}$ days, how many dollars will 8 men earn in 49 days?

9. The base of a right-angled triangle which contains 339,864 sq. ft. is three times its altitude: what is its hypothenuse?

10. Construct a geometrical series of which 12 is the first term and 15,552 is the 5th.

ALGEBRA.—1. What are homogeneous terms? Name two similar terms.

2. Explain by an example how *minus* multiplied by *minus* gives *plus*.

3. Explain how $a-(-a)=2a$.

4. What is Elimination?

5. Form an equation of the second degree, and reduce it.

6. Show how $\frac{ax^n}{b} = \frac{a}{bx^{-n}}$.

7. Extract the square root of $x^2 + \frac{6abx}{4} + \frac{9a^2b^2}{16} - 4x - 3ab + 4$.

8. From $6\sqrt{117}$ take $2\sqrt{52}$.

9. Derive the formula $S = \frac{n}{2}(a+l)$.

10. Find the value of x in the following equation:

$$\sqrt{a+x} + \sqrt{a-x} = b.$$

GEOMETRY.—1. What is a corollary?

2. What is a trapezium?

3. What is an inscribed angle?

4. How would you erect a perpendicular to a straight line at a given point?

5. What is the method for finding the centre of a circle?
6. To what is the area of a circle equal? Why?
7. When is a straight line perpendicular to a plane?
8. What is a regular polygon?
9. When are magnitudes in proportion inversely?
10. Demonstrate the equality of the product of the means and extremes?

ORTHOGRAPHY.—1. Give the rules for the use of capital letters.
2. Give the rules for the formation of the plural number of nouns, with their exceptions. Illustrate the rules and exceptions by examples.
3. What meaning do the prefixes *ad*, *ac*, *ag*, *al*, *ar*, *at*, confer upon words. Illustrate by examples.
4. What is the meaning of the prefixes *ante*, *anti*, *post*, and *pre*? Illustrate.
5. Give the meaning of the prefixes *mal*, *mono*, *multi*, and *un*. Illustrate.
6. What is the effect of the suffixes *ess*, *ress*, and *ix*, to nouns? Illustrate.
7. What meaning do the suffixes *ed* and *ing* confer on verbs? Illustrate.
8. What do the suffixes *ling*, *kin*, to nouns, import? Illustrate.
9. Give the meaning of the suffixes *ship*, *ric*, and *dom*. Illustrate.
10. Give a rule for doubling the final consonant before an additional syllable. Illustrate.

GRAMMAR.—1. Into how many parts is Grammar divided? Define and illustrate each.
2. Give the rules for the formation of the possessive case of nouns and pronouns, and the possessive singular and plural of *Mouse*, *Ox*, *Foot*, *He*, *They*, *Valley*, *Lady*, *Charles*, and *Chicago*.
3. Give the rules for the comparison of adjectives, and illustrate by examples.
4. What is meant by the expression 'A Preposition or a Transitive Verb governs the Objective Case'?
5. Why are verbs called Regular and Irregular. Illustrate each.
6. Give the principal parts of the verb 'Lie' (to recline), and the formation of the tenses of the indicative mode.
7. What is the difference between Analysis and Parsing, and what benefit do pupils derive from the use of either?

8. Give the rule for the formation of the Passive Voice, and illustrate.

9. "Our *Father which* art in Heaven; *Hallowed be* Thy name. Thy kingdom *come*. Thy will *be done*—as in heaven, so in earth. Give us, day by day, our daily bread." Analyze or parse the words italicized.

10. We always had ought to learn our pupils to speak correct and between they and us example should illustrate the precepts. Correct, and give reasons for the corrections made.

READING.—[*The American Flag*, by J. R. Drake.] 1. Tell what you know of the author of this piece. What is its character, considered with respect to its subject? with respect to its style?

2. Is it prose, or poetry? What is the difference between these?

3. What feelings must have pervaded the author's mind while writing this poem? What feelings ought to pervade the mind of the reader? Trace the poem from beginning to end, and show where changes of feeling must have occurred.

4. What is personification? What is the use of it? Point out six personifications in this piece, and show the propriety of each.

5. (First stanza.) Where shall the longest pause be made in the first line? Why? Meaning of 'unfurled'? 'standard'? (Give the meanings of the words in full,—do not give synonyms merely.)

6. Why is 'the robe of night' assumed to be 'azure'? Why is it said to be torn? Who 'tore' it, and for what purpose? Meaning of 'azure'?

7. What is the object of the lines from the third to the seventh inclusive? According to these lines, whence came our flag? Meaning of 'gorgeous'? 'baldrick'?

8. Show the meaning of the two lines

> "She mingled with its gorgeous dyes
> The milky baldrick of the skies."

What is referred to here by the name of 'milky baldrick'?

9. Give the meaning of the word 'streakings', 'celestial'. Whose 'mansion' is 'in the sun'? Show the propriety of this expression.

10. Give such explanations of the second stanza as you would think it necessary to give to an ordinary class.

GEOGRAPHY.—1. How would you go by railroad from Dubuque to Boston? Name the principal cities you would go through.

2. What states produce much cotton? Cane sugar? Maple sugar?

Tobacco? Lumber? Gold? Iron? Wool? Cotton cloth? Boots and shoes? (Do not name more than three states for each.)

3. Tell all you can about the Pampas. Also, tell all you can about Llanos.

4. Describe the Danube and its branches; the countries it runs through, and the cities it passes,—all as fully as you can.

5. Name five great cities in England,—give their population, and tell the chief business of each.

6. Tell all you can about Jerusalem. Tell all you can about the religion of the people of Thibet.

7. Tell all you can about the causes, and the effects, of the oceanic currents.

8. Explain the causes of the trade winds. Tell how they blow in each ocean where they are found.

9. What are glaciers? Where are they found? Tell all you can about them.

10. What circles would disappear from the Earth if its axis were perpendicular to the plane of its orbit? What would be the effect in respect to the Seasons, if this were true? Why? In respect to Day and Night? Why?

THEORY AND PRACTICE OF TEACHING.—1. Explain the meaning of the word 'Educate', and show how this meaning ought to be carried out in the process.

2. Show what you would aim to do on the first morning of your school term. Also, how you would endeavor to accomplish it.

3. What is it to organize a school? For how many and what things must the organization provide? How, and on what basis, would you divide your pupils into classes? How would you distribute the time of the daily session? Would you adhere closely to such plan of distribution as you adopt.

4. Mention the principal objects of a recitation, and show how each may best be accomplished? Would you commence the recitation exercise with explanation, or in some other way? Give good reasons for the mode you prefer.

5. Show why you would, or would not, keep careful records of the conduct and recitations of your pupils. How ought records to be kept, if they are kept, and what use should be made of them?

6. What rewards and what punishments would you use in school, and under what circumstances would you resort to each of the different modes you mention?

7. Name four important habits which the teacher should impart to his pupils unconsciously, or without direct instruction, and show how he can most successfully do this in each case.

8. How would you teach Reading? Penmanship? Spelling?

9. What kind of intercourse would you endeavor to establish between yourself and the pupils, and how would you strive to establish it?

10. Who was Horace Mann, and what did he do for the cause of education?

11. How do you call the classes to the recitations? How do you dismiss them to their seats? How do you call them into school? How do you dismiss school?

U. S. HISTORY.— 1. Tell all you can about the early history of Illinois.

2. Who was the last Dutch Governor of New York? What can you say about him?

3. Tell all you can about Burgoyne's famous expedition.

4. Tell all you can about Arnold's treason?

5. When were the 'Articles of Confederation' adopted? When were they set aside? What were their chief defects?

6. Tell all you can about the formation and adoption of the Constitution of the United States.

7. What were the principal battles in the last war with England? Give some account of each.

8. Say all you can about Aaron Burr's conspiracy.

9. Name the thirteen original states. Give the dates of admission of the other states, in order.

10. When and how was the Great Rebellion begun? When, and how, was it ended?

SCHOOL LAW OF ILLINOIS.— 1. What are the duties of teachers in relation to certificates of qualification?

2. By whom, and on what conditions, are such certificates granted?

3. What are the legal provisions in relation to teachers' Schedules?

4. State the requirements of the law in relation to the transfer of pupils from one district to another.

5. Upon what conditions is a district or township entitled to share in the distribution of the public school fund?

6. Upon what basis are the public funds apportioned to townships and districts, respectively?

7. What are the legal relations of teachers to boards of directors?

8. What studies are required by law to be taught in all public district schools?

9. May any other branches be taught in the public schools, and if so, upon what conditions?

10. By whom and in what manner are orders required to be drawn on township treasurers?

ZOÖLOGY.— 1. What is the difference between a bird and a mammal?

2. What is the difference between the teeth of a cow and the teeth of a horse?

3. How does a horse use his legs in walking? pacing? running?

4. Where are monkeys found?

5. What is the difference between an African and an Asiatic elephant?

BOTANY.— 1. What does a seed contain?

2. Define 'Cryptogamous'.

3. What are the organs of vegetation?

4. What is a *primary* root?

5. Why is it not well to transplant trees in summer?

6. What is a bud?

7. How are leaves arranged?

8. What is a compound leaf?

9. Name the parts of a flower?

10. What is a fruit?

ANATOMY AND PHYSIOLOGY.— 1. What is the difference between Anatomy and Physiology?

2. Why are the long bones hollow!

3. How many ribs are there in the human body?

4. What is the difference between the venous and the arterial blood?

5. Where are the valves of the heart situated?

6. What is chyle?

7. What is the difference between the inhaled and the exhaled air?

8. What is the temperature of the human body?

9. What are the nerves of special sensation?

10. What is the office or function of the cuticle?

NEWTON BATEMAN, Sup't of Pub. Instruction.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.
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SOLUTIONS.—4. When the last man grinds his last round, he wears into the eye-hole at its four outer angles; and four small segments of the stone, which can not be used by grinding, drop out. Then the stone to be ground off by the five men is a circular pyramidal solid. The stone to be ground off by the first man is a circular pyramidal solid *similar* to that to be ground off by the five. The dimensions of the whole solid are, in inches: average length, 154.968186; altitude, or breadth, 43.671573; average thickness, 2. The breadth of the ring, or the altitude of the pyramidal solid the first man grinds off, is found by the common rule applying to similar solids: *The cubical contents of one solid are to the cubical contents of another similar solid as the cube of a dimension of the former is to the cube of a similar dimension of the latter.* But we need not compute the solidity to get the couplet for the left ratio of each proportion, for the couplet will reduce to (5:1), (5:2), (5:3), (5:4).

Statements:

cu. con.	cu. con.	inches. Altitude.		inches. Altitude.
5	: 1 ::	$(43.671573)^3$	:	$(25.539)^3$
5	: 2 ::	$(43.671573)^3$	:	$(32.177)^3$
5	: 3 ::	$(43.671573)^3$	:	$(36.834)^3$
5	: 4 ::	$(43.671573)^3$	:	$(40.541)^3$
5	: 5 ::	$(43.671573)^3$	:	$(43.671573)^3$

The breadth of the ring 1 and 2 grind off, 32.177 inches, — 25.539 inches, which 1 grinds off, leaves 6.638 inches, what 2 grinds off, etc. Then they respectively grind off

1 ...	25.539 inches	× 2 =	51.078 inches	...	*Answer to*	1.
2 ...	6.638 "	× 2 =	13.276 "	...	"	2.
3 ...	4.657 "	× 2 =	9.314 "	...	"	3.
4 ...	3.707 "	× 2 =	7.414 "	...	"	4.
5 ...	3.130 "	× 2 =	6.260 "	...	"	5.
	43.671		87.342			

Diameter of eye-hole circle, = 5.6568, added =

93. if I had carried out the decimals farther.

J. M. K.

5. The half of an odd number is always a whole number joined with the fraction $\frac{1}{2}$. Augment or diminish this by $\frac{1}{2}$ and we have a whole number. Call the first result the larger half and the second result the less half of the original odd number. Now, by the conditions of the question, it is evident that the flock consisted of an odd number of sheep, and that the thief must, each successive night, have taken the larger half and left the less half of the flock. 1 is the less half of 3, which is the less half of 7, which is the less half of 15, which is the less half of 31, which is the less half of 63. *Ans.* 63. O. S. W.

Solutions were also sent in by Pupillus and C. K. B.

General Solution.—Let a=number of sheep left, finally; $\frac{1}{c}$=fractional part taken every night; and n = number of times sheep were taken. Then $\left(a+\frac{1}{c}\right)\div\frac{c-1}{c}=\frac{c}{c-1}\left(a+\frac{1}{c}\right)=\frac{ac}{c-1}+\frac{1}{c-1}$=number left $(n-1)^{\text{th}}$ night; $\left(\frac{ac}{c-1}+\frac{1}{c-1}+\frac{1}{c}\right)\div\frac{c-1}{c}=\frac{ac^2}{(c-1)^2}+\frac{c}{(c-1)^2}+\frac{1}{c-1}$=number left $(n-2)^{\text{th}}$ night; $\left(\frac{ac^2}{(c-1)^2}+\frac{c}{(c-1)^2}+\frac{1}{c-1}+\frac{1}{c}\right)\div\frac{c-1}{c}=\frac{ac^3}{(c-1)^3}+\frac{c^2}{(c-1)^3}+\frac{c}{(c-1)^3}+\frac{1}{c-1}$=number left $(n-3)^{\text{th}}$ night; and, generally, $\frac{ac^n}{(c-1)^n}+\frac{1}{c-1}\left(1+\frac{c}{c-1}+\frac{c^2}{(c-1)^2}+\ldots\ldots+\frac{c^{n-1}}{(c-1)^{n-1}}\right)=\frac{(a+1)c^n}{(c-1)^n}-1$=number of sheep in the flock at first. ARTEMAS MARTIN.

6. Let x=value of the suit of clothes. Then $x+100$=12 months' wages, 1 month's=$\frac{1}{12}(x+100)$, and 7 months'=$\frac{7}{12}(x+100)=x+40$, or, $\frac{7x}{12}+\frac{700}{12}=x+40$. $\therefore x=\$44$. This might have been solved by substituting unity for x, but I see no practical advantage gained by such an operation. PUPILLUS.

$\$100-\$40=\$60$=what the laborer would have received for the remaining 5 months of his year's work. $\therefore \$60\div 5,=\$12,=$ his monthly wages. $\$12\times 12=\$144,=$price of his year's work. $\$144-\$100=\$44,=$value of the suit of clothes. A. MARTIN.

Solved also by O. S. W. and C. K. B.

7. If the travelers partook equally of the bread, each ate $2\frac{2}{3}$ loaves. Therefore, A supplied C with $5-2\frac{2}{3}=2\frac{1}{3}$ loaves, and B supplied C with $3-2\frac{2}{3}=\frac{1}{3}$ of a loaf. Since A supplied C with 7 times as much bread as B supplied him with, A should have 7 times as much money as B. *Ans.* 70 cents to A, and 10 cents to B. O. S. W.

Solved also by Artemas Martin, Pupillus, and C. K. B.

EDITOR'S DEPARTMENT.

EDITOR'S CHAIR.

MR. CAMP, so long at the head of the Normal School in Conneticut, has been obliged, on account of ill health, to leave his position. He also retires for a short time from the editorship of the *Connecticut Common-School Journal*. His successor in the Normal School is Mr. Isaac N. Carleton, of Bradford, Massachusetts. Mr. Carleton is a graduate of Dartmouth College; he was two or three years a teacher in Phillips Academy, Andover, in the classical department, and afterward was principal of the High School in Danvers, Massachusetts, for a year; the last year and a half he has been with Dr. Dio Lewis, at Lexington.

YALE COLLEGE.—The catalogue for 1865–66 gives the following summary: *Professional Students.*—In Theology, 24; in Law, 35; in Medicine, 41; in Philosophy and the Arts, 92;—Total, 192. *Academical Students.*—Seniors, 97; Juniors, 107; Sophomores, 130; Freshmen, 156;—Total, 490. Total in all departments, 682. There are 19 young men from Illinois in the different departments of the college. The Sheffield Scientific School affords a two-years course in Agriculture.

QUERY.—Will some musician, who has made himself conversant with the mysteries of counterpoint and *harmony*, oblige a curious student by *harmonizing* the following extracts from the same page of one of our most popular and most widely-circulated text-books on Natural Philosophy?

"The effect produced by a hurricane upon the atmosphere is very singular. As it consists of a body of air rotating in a vast circle, *its centre is the point of least motion.*"

"The progressive velocity of hurricanes is from seventeen to forty miles per hour; but distinct from the progressive velocity is the *rotary velocity, which increases from the exterior boundary to the centre of the storm, near which point the force of the tempest is greatest, the wind sometimes blowing at the rate of one hundred miles per hour.*" S. W. O.

THE IRISH NATIONAL SCHOOLS.—The report of the Commissioners of Education for Ireland, for 1864, states that the average number of children in daily attendance was 315,108, at an expense of £1 2*s.* 6*d.* each. The teachers received £284,467; monitors, £18,875. Inspection cost more than £23,233 ($116,000). Compare this last sum with the paltry amount of $56,000 paid in the State of New York,—that for 6,200 schools; ours for 11,700. N. Y. Teacher.

THE following is the conclusion of an epitaph on a tombstone in East Tennessee: "She lived a life of virtue and died of the cholera morbus, caused by eating green fruit in the hope of a blessed immortality at the early age of 21 years, 7 months and 16 days. Reader go thou and do likewise."

PROGRESS!—Prof. Jas. W. Robinson, of Danville, Ky., who was presented to the grand jury of one year ago for teaching children to read, is now Superintendent of Public Instruction of Missouri.

TENNESSEE.—The Free School Bill has been defeated. There are in the state 80,000 white people who can neither read nor write.

THE ILLINOIS TEACHER—which is always eagerly taken up in our editorial sanctum—continues its career of prosperity and usefulness, under the management of Professor Edwards, of the State Normal School. We don't know how 'many-sided' Brother Edwards may be; but his St. Louis success, his Normal success, and his editorial success, demonstrate his ability to accomplish more than one thing in a lifetime. We should n't be surprised to hear of his being President yet.

Thank you Brother Swett: we want to say what we think of the *California Teacher* and its editor. But we do n't like to do so under the circumstances. Folks would think there might be some 'understanding' about it. As to being President, we are doubtful of our qualifications. Indeed, we are sure we should not wish to be so *'andy* at the business as some. There is another little difficulty, arising from an accident that occurred when we were quite young. This difficulty can only be removed by amending a certain clause of the national Constitution, which says something about a 'native-born citizen'. On the whole, we promise that when we have become an adept in political strategy, and the Constitution has been changed to meet our case, and we have no business more respectable on hand, and our friends insist upon it—why then we will——think of it.

MORE NORMAL SCHOOLS.—Provision has been made by the legislature, at its present session, for the establishment of four Normal Schools in addition to those now in operation. The Governor, Lieutenant-Governor, Secretary of State, Comptroller, Treasurer, Attorney-General, and Superintendent of Public Instruction, are appointed a commission to receive proposals in writing, from supervisors of towns, corporate authorities of cities and villages, trustees of colleges and academies, or from one or more individuals, for the establishment of such schools, containing specifications for the purchase of lands, erection of buildings, furnishing of apparatus, books, etc. The act appropriates $12,000 per annum for the support of each of such schools. This is a move in the right direction, and, from present indications, there will be a spirited contest, attested by most liberal offers from different localities, for the honor of locating the schools. Another act gives the Board of Education of the City of New York authority to establish a Normal School in that city. N. Y. Teacher.

THE SCHOOLMASTER ABROAD.—In an address to the patrons of the Union Schools of one of the largest cities in Illinois occur the following sentences:

"The absent scholar must *loose* [sic] lessons during absence, or *loose* his class, and must *loose* interest in lessons and class." "He also obstructs the progress of his class if he attempts to keep with it; *and he can not do any other way if he goes to school at all, for class arrangements are and must be unchangeable except by promotions.*" "If attended at all, [*i. e.* the school,] let it be *regularly, subject only to health.*" "We desire you to *know the teachers to be personally interested in the school* and visit *them* [?] as often as practicable."

Shades of Campbell and Whately, "procul, O procul!" W. S. O.

SCHOOLS FOR THE FREEDMEN.—The consolidated report of the Freedmen's Bureau shows that there are at present 631 schools, with 1,240 teachers and 65,834 scholars, in the Southern States. There are 67 schools with about 7,000 scholars in North Carolina. In the District of Columbia, and the surrounding stations, there are 45 schools, with 100 teachers, and about 4,000 pupils. In Louisiana the schools for colored children have all been suspended for want of funds. The agent of the Freedmen's Bureau in Alabama writes that he has established a school for the poor whites. Am. Ed. Monthly.

BOSTON.—The average number of pupils belonging to the public schools in Boston during the past year was 27,095. There was paid to 582 regular teachers and 22 special teachers $372,430.84; for incidental expenses, $180,734.00, making the rate per scholar $20.41. Besides these amounts, the city expended $90,609.84 in building school-houses.

NORMAL SCHOOL FOR FREEDMEN.—At the annual meeting of the American Institute of Instruction, in New Haven, Mr. E. Bassett, of Philadelphia, spoke in behalf of the education of the Freedmen in the Southern States, and that, as soon as possible, teachers should be educated from his own race. Mr. B. is himself a graduate of the Conn. Normal School, and the respect he has secured in his position as principal of the Collegiate Institute for colored youth, Philadelphia, is an argument in favor of the cause he advocated so eloquently at New Haven.

Mr. Mortimer Warren, formerly of New Britain, and for the past year Superintendent of the Schools for Freedmen in New Orleans, has just organized a school in that city for the training of colored teachers. The school is for the present in one of the Grammar-school buildings. It is composed of scholars (colored) selected from the higher departments of the city schools. The building occupied is convenient for the school at present. Blackboards and text-books have been secured,—the latter furnished by government, we think; but reference-books and other accessories are much needed. Mr. Warren is a graduate of our State Normal School, and an earnest Christian teacher, who has been very successful in this state, and he will, we believe, succeed in his present benevolent enterprise. He is enthusiastic and hopeful in it, and we trust he may have an opportunity to develop his plans and accomplish the work he has undertaken. Ct. C. S. Journal.

LOCAL INTELLIGENCE.

CHICAGO.—The celebrated Clark telescope has finally been received and mounted in its home, the Dearborn tower of the Chicago University. This instrument is an equatorial refractor, now the largest in the world, the diameter of its object-glass being 18½ inches, while that of the two next largest, the telescopes at Harvard University and at Pulkowa in Russia, is a little more than 15 inches. The latter glasses were manufactured in Munich. Henry Fitz, of New York, manufactured the glasses for the instruments in Dudley Observatory at Albany, New York, and in Detroit Observatory at Ann Arbor, Michigan, each of which is 13 inches in diameter. The instrument in the observatory of Hamilton College, a 13½-inch telescope, was manufactured by Spencer.

Professor T. H. Safford is the astronomer at the University in this city.

The City Institute held its regular session May 12th. A very interesting and instructive lecture on the 'Chemistry of Water' was read by R. Welch, Esq., Principal of the South-Chicago School. In the 1st Section, an animated discussion on 'Corporal Punishment' took place. The general opinion seemed to be that its practice could not be wholly obviated in the school, though it should seldom be resorted to.

The Cook County Institute commenced its 13th regular session in the hall of the Brown School on Monday, April 23d, and continued through the week, County Superintendent J. F. Eberhart, Esq., presiding. The sessions were well attended, it being the largest gathering of the teachers of the county yet held. The exercises were conducted according to a previously-arranged programme, giving a certain time and subject to each instructor. Exercises in Arithmetic were conducted by S. H. White, of the Brown School; in Geography, by E. C. Delano, of the High School; in Reading, by Professors A. A. Griffith and R. Edwards; in Grammar, by George Howland, Principal of the High School; Writing, by Professor Reynolds, of Bryant and Stratton's Commercial College; History, by W. Woodard; in Singing, by A. R. Sabin, of the Newberry School, and O. Blackman, Teacher of Music in the city schools; in Gymnastics, by A. H. Vantzwoll, Principal of the Scammon School.

Seldom, if ever, has an institute in the West been favored with so large and efficient a corps of instructors. For the farther instruction and entertainment of the Institute, evening lectures were delivered by Joseph Haven, D.D., of Chicago Theological Seminary; Hon. Newton Bateman, Superintendent of Public Instruction; Richard Edwards, President Normal University; and readings were given by Professor A. A. Griffith.

The usual resolutions, grateful and complimentary, were passed, and the Institute adjourned after a pleasant and unusually profitable session.

The Common Council, at its meeting on the 21st ult., elected new members of the Board of Education, comprising one-fourth of the whole Board. The members remain as before, save that S. A. Briggs, Esq., our former colaborer and predecessor, succeeds Mr. Steele. Mr. Briggs's many friends will be glad to hear of his reëngagement in the educational field of labor, though in a new capacity. Men thoroughly familiar with our educational system and its practical working are those needed to take the interests of the schools in charge. W.

NEW SCHOOL-HOUSES.—Illinois has great reason to be proud of her record for the last five years. In her patriotic devotion to the Union and Liberty, she has perhaps been surpassed by none, and equaled by few. But a patriotic, liberty-loving, intelligent people well understand that education freely diffused among all classes is the *only safeguard* for a people situated as we are. Consequently, now that the war is closed, and men can give their time and attention to the matter, we hear of the erection of new and fine school-houses for our Free Public Schools, not alone for grand Universities and pet sectarian institutions. The people of Carlinville, Macoupin county, are about building a large house, as are also the people of Duquoin. At Normal, work is just commencing upon a large Public School House, 60 x 50 ft., to cost about $15,000. Mr. W. F. Bushnell, of Mendota, who has the contract for the above, is erecting a large house at Litchfield, Montgomery county. It is about 80 ft. square, three stories in hight, and is to cost $26,000. He is also building another of about the same size and cost at Olney, Richland county, and a smaller one at Hillsboro. This is encouraging. Build good school-houses, furnish them well, put able teachers in them, supply the 'sinews of war', add moral support and sympathy, and treason, secession and ignorance will combine against the fair fabric of our nation in vain.

PLYMOUTH.—The people of Plymouth, Hancock county, are awaking to the importance of graded public schools. They have completed a High-School Building worth $10,000. Mr. Wm. Wightman, jr., of Vermont, has taken charge and graded the schools. The schools have been overflowing the past year, and the Board of Examiners, composed of Dr.—King, Rev. J. D. Parker, and the Principal, made a favorable report at the close of last term. The schools gave an intellectual entertainment realizing a handsome sum, which has been devoted to improvements of school-grounds and to furniture.

BLOOMINGTON SCHOOLS.—It is really surprising that a community with sufficient enterprise and intelligence to secure the location of such a structure as the Normal-school building should be so lamentably deficient in building houses for its own children. In this particular we are behind every city in the state, and so far behind some of them as to deserve to be ranked with the strongholds of treason and rebellion, where public school-houses are almost unknown. It is true we have one tolerable house, worth perhaps six thousand dollars. We have five wooden shells worth from $400 to $2,600 apiece, but fit for nothing but cheap storehouses. There are at least twenty stables in town more extravagantly built than these halls of learning. There is one stable better built than the best of them. But in spite of these noncomplimentary facts, we have had good schools during the past season. The Board of Education have made the best use possible of the means at their disposal. Competent teachers have been employed, as good a corps of teachers as there is in the state. We will venture the statement, based upon a pretty extensive knowledge of school-teachers throughout the state, that our schools have been as well managed as it is possible for them to be in the present dilapidated houses furnished by the niggardly public. We learn that about 1200 different pupils have been in our public schools during the last school year (called *year* by courtesy, but really only eight months), and the average attendance has been but about 900. The whole number of persons in the city between the ages of five and twenty is 3,020. Of this number about 2000 should be in school at some time during the year. At least 1600 seats should be provided by the city for the average attendance of pupils. The city has of good, indiffer-

ent and bad accommodations about 850 seats. By renting the basement of a church, tolerable accommodations have been furnished for 1000 in all. We need to-day 800 seats, and then to-morrow we should pull down three or four 'barn' school-houses, as the boys call them, and build good houses for 500 or more pupils.

The total school revenue, city taxes, dividends from the state tax, etc., applicable to school purposes, is about $18,000. During the past year, $2,000 of old debt have been paid, twenty teachers have been employed, all running expenses have been met, and about $4,000 reserved toward a new school-house. The schools now cost at least $10,000 per year, exclusive of extensive repairs upon wooden buildings. Had we room for all the children who ought to be in the public schools, we should have work for at least 35 teachers. Within a few days a fine lot has been purchased by the Board for the use of the 1st Ward, south of the Wesleyan College. The plan is copied from the 4th Ward school-house in Oswego, New York. The house is to be 80 × 60, three stories high above the basement. The building will accommodate 750 scholars. Its cost will probably be about $18,000, though it could not be erected now for less than $20,000. The $4,000 now on hand will only serve to finish the basement walls, and the building must be finished from the proceeds of next year's tax. We are glad to record this evidence of prospective improvement, and hope our schools will soon all be taught in as good houses.

It is not unlikely that an effort will be made to issue bonds for the improvement. Our people must ere long wake up to the importance of the matter, and then they will find that the present rate of taxation is altogether too slow a process for the payment of such a bill as we *must* meet. We can dodge the responsibility but little longer.

Pantagraph.

DuPage County.—*The Public Schools and our Teachers.*—As the attention of the public has been directed to the subject of teachers' qualifications by the series of examinations which has been held during the last few weeks, it will undoubtedly be of interest to many to know something concerning the character and results of this system of granting certificates. I therefore submit a statement, with some suggestions, which may serve to place the matter in its true light before the public, and also to awaken a little more zeal among the teachers and friends of educational progress. The whole number of applicants for certificates at the public examinations held during the month of March was sixty. Of these, eighteen received certificates of the Second Grade, and three of the First, as follows:—

Second Grade.—Misses L. A. Meredith, F. J. Ehle, M. Meredith, and Sybil Smith, of Bloomingdale; Miss Anna L. Scott, Turner; Misses M. J. Bronson, Rachel Cowan, Elnora M. Grant, and Lucy Barber, of Wheaton; Miss Mary C. Janes, and Miss Ellen F. Sabin, of Danby; Miss Emma Knapp, Cottage Hill; Misses Maria Green, Julia E. Webster, and Sarah Baldenspreger, Lisle; Misses Susan W. Drullard and Ella Lent, Naperville; Miss Laurie Blodgett, Downer's Grove. *First Grade.*—Walter Sabin, Danby; Joseph N. Bishop, Wheaton; John W. Johnston, Batavia.

Several, whose names appear here, partially failed at the first trial, but, by dint of persevering effort, prepared themselves for a second examination and were successful,—thus manifesting a spirit worthy of the highest commendation. I trust others may 'go and do likewise'.

While the examinations have been and will be conducted according to the spirit of the law, and in conformity with the instructions of the State Superintendent, it should be remembered that the tests submitted, particularly to candidates for the Second Grade, make known only their literary qualifications. Aptness to teach, power to interest and secure attention, and ability to control, are things to be practically demonstrated in the school-room; and while I am disposed to recommend all who receive certificates from me to the favorable consideration of school directors, parents, and the public, it should be understood that my official declaration has particular reference to the character and attainments prescribed by law.

The united testimony of school directors is to the effect that they very often 'get the wrong side of the bargain' in hiring school-teachers. Now, if by any

humble effort of mine untruthfulness shall be so circumscribed that teachers' certificates are made to mean pretty nearly what they say, in stead of being, as they are in many cases, a meaningless form, I shall feel that something has been done to aid directors in the discharge of the responsible duty of choosing suitable instructors, as well as to elevate the profession and increase largely the efficiency of our schools.

To accomplish this, the standard of attainments must necessarily be high, and many incompetent teachers must be excluded from the ranks for a time, in order that they may devote their attention to study and better preparation.

There need be no apprehension that, by thus lessening the number of those from whom selection must be made, difficulty will arise in providing teachers for all the schools; on the contrary, it is manifest that the number of efficient teachers will be increased and the choice rendered more satisfactory. Such is evidently the opinion of our excellent State Superintendent, Mr. Bateman, who says: "The true difficulty is not so much that teachers capable of sustaining the examination now required by law are not to be obtained, as that, through mistaken ideas of economy, or erroneous views of the nature of education and of the qualifications essential in a good teacher, school directors are disposed to be satisfied with cheap teachers and low attainments."

In offering a few concluding remarks, more especially to the teachers of this county, I need not refer to the magnitude or importance of the work committed to their hands. That the true end for which they labor can only be attained by patient preparation before entering upon the arduous duties of the calling, and by continuous effort ever afterward, is a truth, which it is feared, may not be fully realized.

I am not unfrequently importuned to license inferior teachers for 'small schools'; for 'backward schools'; and upon many other pretexts equally flimsy, all which a sense of duty compels me to disregard. With others, the ultimate aim seems to be the getting of a certificate, which being accomplished, they make no further exertion. Satisfied with their attainments, and regarding their duties as but a tiresome drudgery, they go on from term to term, and year to year, without trying to elevate themselves or advance others.

The life of the true teacher is indeed one of toil, but not of drudgery; and the reward is sure as is the harvest to the faithful husbandman. Let us, then, labor faithfully, striving to make ourselves familiar with the things we are to teach and with the best methods of instruction; let us seek to enlarge and strengthen our minds, and thus carry ourselves onward, not doubting that the time will soon be past for mourning at the low place which our services hold in the public estimation.

. C. W. RICHMOND, Co. Sup't of Schools.
DuPage County Press.

LEE COUNTY.—The teachers of Lee county held a three-days Institute at Dixon, April 3d, 4th, and 5th. A full report has been forwarded us by the Secretary, Mr. C. L. Nettleton, but we have room only for a brief notice. The exercises seem to have been conducted wholly by teachers and citizens of Lee, Whiteside and Ogle counties, except that addresses were delivered by Hon. N. Bateman and President Edwards. The subjects discussed were as follows: 'What are the benefits to be derived from teachers' institutes, and how can they best be secured'? 'How long time should be occupied in opening exercises of school, and what should such exercises consist in'? 'What time would be required to examine and classify a school?' 'Object Lessons'. 'Ought all communications to be prohibited in school, even to a 'wink of the eye'?' This is the only question upon which any thing in the report indicates the views of the Institute. "All believed communications should not be *permitted*, particularly in recitations." The discussions seem to have been very generally participated in by those present, and on some of the topics various opinions were expressed; but the report does not show that any conclusions were arrived at. The usual drill exercises were had. Resolutions of thanks and urging upon teachers the importance of attending the institute were adopted; also the following:

***Resolved*, That the Normal method of teaching, now practiced by most educators, in which the pupil is required to analyze and explain, fully, *every principle*, is the only true method to produce thoroughness on the part of the scholars.**

CHILLICOTHE SCHOOLS.—The Chillicothe Graded Schools have just given an exhibition, two successive evenings, under the direction of their Superintendent, E. H. Phelps. The proceeds amounted to $130. This is to be used in decorating the yard and repairing the building. The summer term has effected some changes. Miss McMurray, teacher in the Intermediate department, has taken charge of the Grammar department. Miss Olive Mead, pupil of the High School, is Miss Mc-M.'s successor in the Intermediate department. The schools are doing well.

LOCKPORT.—The net proceeds of a Festival recently held at the instance of the Board of School Managers, for the purpose of raising funds to be expended in improving and beautifying the school-grounds, was $170.76. This amount was subsequently increased by donations to $750, which has been judiciously expended in grading the grounds, laying out convenient walks and drives, setting out ornamental trees, and fencing the premises. "The liberal deviseth liberal things." Go and do likewise, all ye interested in the welfare of youth, unless your gulleys have already given place to graveled walks, and your prairie-grass and resin-weed to the maple and the arbor-vitæ. O. S. W.

MACOUPIN COUNTY TEACHERS' INSTITUTE was held at Brighton, commencing the 4th of April, and continuing through the week. The weather was pleasant, and every thing seemed favorable for a large and successful meeting. If numbers be the criterion of our judgment, the Institute was a decided success. Never has it been my privilege to attend a more *enthusiastic* gathering of teachers, nor one *more faithfully baptized* in the true spirit of educators. They seem to appreciate their high calling, and to have just conceptions of its duties and responsibilities. Noble, generous, self-sacrificing, they have buckled on the armor in behalf of universal education.

The success of an institute is largely due to the ability and zeal of the County Superintendent. Without a *sensible* and acknowledged head of affairs, there will be a 'confusion of tongues'; and as fast as one builds, another will pull down and destroy. C. E. Foote, Esq., of Carlinville—the present Superintendent,—seems to be the 'right man in the right place'. Sensible of the confidence the people have placed in him, he will magnify the office he holds by doing a good work for the common schools. Nor would we forget to mention the names of Messrs. Lane, Woodul, Kimmel, Tooke (not Horne Tooke), Cushman, Keebler, Logsdon, Potter, Short, and Babcock, as contributing *abundantly* to the success of the Institute. Mr. Lane is a graduate of a college in Pennsylvania, and has lately returned from a three-years service in the defense of the liberties of our common country. Mr. Short is a clergyman, of Carlinville, and is doing a double work of preaching and teaching. Mr. Babcock is a graduate of the Normal School at Albany. Mr. Potter was formely a teacher, but is now practicing law at Brighton. Much credit is due him in assuming the burden of finding places of entertainment for those in attendance. He is an earnest friend of education, and will always be ready to lend a helping hand.

Hon. B. P. Holliday, of Carlinville, gave an interesting and instructive lecture before the Institute, on Wednesday evening of the session. He is a thorough scholar, and a man of great influence throughout the county.

Last, but not least, we would make honorable mention of the lady teachers of Macoupin. The meed of praise is due them for the freedom with which they discussed questions and expressed opinions upon subjects coming before the Institute.

Macoupin county contains within her boundaries a beautiful section of country—one of the finest in the state. Success to her educational interests! and, success to the teachers and friends of education of Macoupin!

J. V. N. STANDISH.

LAKE COUNTY.—Pursuant to a call issued by Mr. H. H. Boyce, our County Superintendent, some eighty-five teachers met at the Central School-house in Waukegan, and entered into a permanent organization to be known as 'The Lake County Teachers' Association'. Permanent officers were elected, and meetings are to be held semiannually.

The session commenced on Monday, the 9th of April, and closed on Saturday morning, the 14th. The remainder of Saturday was devoted to a public examin-

ation of teachers, 58 having presented themselves for certificates. We had several able educators from abroad, and the week was spent pleasantly and very profitably. Our able and efficient Superintendent is infusing new life and vigor into our teachers, and inspiring them with an enthusiasm in their profession and a desire to excel that must soon raise the standard of both teachers and schools to a much higher degree of excellence.

During the session of the Association, a resolution was passed that the *Illinois Teacher* should be in the hands of every teacher, and a committee was appointed to solicit subscriptions. The accompanying resolutions were passed on the last day of the session and ordered to be forwarded to the *Illinois Teacher* for publication. [We have not room for the resolutions in full. In addition to the usual votes of thanks to those who conducted the exercises and to the citizens, they were in substance as follows: Recommending that schools be opened with devotional exercises, and that vocal music and declamation be among the branches taught; requesting the Board of Supervisors to make an annual appropriation of at least $200 for the support of the Association; welcoming home those who, having periled their lives for their country, had returned, and mourning those who had fallen.] JAMES M. TAYLOR, Secretary.

OGLE COUNTY.—The first session of the Institute was held at Byron, April 3d, 1866, and continued one week. Owing to the almost impassable condition of the roads, bad weather, and the distance from railroads, only twenty teachers were present. The exercises were conducted by Pres. Edwards and Prof. Hewett, of the Normal University, Prof. Hale of Marion, M. L. Seymour of Byron, and others, and were highly instructive and beneficial.

Tuesday was occupied in preliminary business, general exercise, and discussion. In the evening, Pres. Edwards delivered a stirring address on the 'Correlative Duties of Parent and Teacher'. He said that teachers should enter the profession from high and worthy motives; that parents should support the teachers. Acting harmoniously, their power is irresistible; distractedly, it is baneful to the child. Prof. Hewett followed, speaking on 'Common Sense in the School-room'. He gave many practical hints which will long be remembered by all present.

Wednesday was devoted to drill exercises in Geography and Arithmetic, conducted by Prof. Hewett; and Reading, by Pres. Edwards. The teachers and friends present will not forget the many valuable suggestions which were made during the day. In the evening, Mr. Hewett lectured on 'Live Men', Mr. Edwards on 'Sources of Personal Influence'. Both lectures were rich in thought and expression. Though the evening was dark and stormy, the church was full, and all felt that their hearts and minds had been improved by the exercises.

Thursday, Mr. Seymour gave an exercise on 'Air', using apparatus to illustrate his theme. Misses Veazie and Schemerhorn, of Byron, exhibited classes in Geography. Misses Stout and Smith presented classes in Reading and Grammar. A discussion was had on the question 'What is the best method of securing uniformity of text-books in the schools of our county?' In the evening, Mr. James, a teacher of thirty years' experience, delivered an address on School Government, which was followed by an interesting and instructive lecture on Geology, by Prof. Hale, of Marion.

Friday was occupied in drill exercises, discussions, and a lecture on Astronomy by Prof. Hale. In the evening, essays were read by Misses Stout, Spaulding, Smith, Christopher, and Hewitt. After a short Sociable, the Institute adjourned.

Resolutions were adopted of thanks to those who had delivered addresses and otherwise aided in the work of the Institute, and to the citizens of Byron for their hospitality and the interest they had manifested in the exercises; commending the *Illinois Teacher* to the teachers and school officers of the state; complimentary to the County Superintendent, and pledging him support; that a knowledge of Physical Geography, Physiology, and Hygiene, should be required of applicants for teachers' certificates; approving the proposed amendments of the School Law; and that all teachers ought to attend the County Institute.

The next session will be held at Polo, at some time during the coming fall.

[The foregoing is condensed, by the publisher of the *Teacher*, from a full report furnished by the Secretary, Mr. P. R. Walker.]

NOTICES OF BOOKS, ETC.

THE INTUITIVE ARITHMETICAL GUIDE, on the Synthetic and Analytic Method, By J Troll, Lebanon, Ill.

This book contains 132 pages, and is intended for children of from six to ten years of age. Its scope is from the first presentation of numbers through the simple rules in slate arithmetic. The plan of the work is progressive; its methods easy, and well calculated to excite the child's interest and promote thoroughness of scholarship. The following extracts from the preface reveal the author's ideas on education and his object in the work.

"It is an avowed theorem that no body has a real education farther than he has himself developed the faculties given him by nature.

"The elements of Arithmetic, if taught properly, are calculated in the highest degree to stir up the mind of the child; to divert the attention of the learner from every subordinate matter, turning his thoughts upon a distinct aim. They advance in an uninterrupted succession from what is plain and easy to what is complex and difficult. In general they take full possession of the intellectual power of the pupil and lead him forward—ever exercising and strengthening, always avoiding superficialness and accustoming the mind to a quiet, clear thinking—to a correct judgment and consequent reasoning.

"The mode of instruction should be such that the rules shall be found by the pupils, not given to them."

The author has been a student in a German seminary for the training of teachers, and has constructed his work on the principles of object teaching now resorted to in primary instruction in the best schools in the old world as well as in this country. The book contains many valuable suggestions to teachers. W.

LIPPINCOTT'S GAZETTEER.—The revised edition of this excellent work is just published. A considerable part of the body of the work has been rewritten, the statistics have been brought up as near to the present state of facts as possible, and an Appendix has been added, embracing something like 10,000 articles, mostly relating to the United States. In the Appendix will be found a tolerably full account of the new states and territories: these are especially valuable as showing the progress of our country, particularly in the recent development of our wondrous resources. As at present revised, this valuable work is a well-nigh indispensable book of reference for our school-rooms; it should have a place in every one of them next after Webster's New Dictionary.

We are sorry to observe that, in a few instances, the Gazetteer is not quite up to the times: for example, where it is stated that the National Observatory is under the charge of Lieutenant Maury! The last that we heard of this miserable scientific quack and traitor, he was a fugitive in Mexico.

We are especially glad to notice that in every thing pertaining to the late rebellion the truth seems to be told in plain English: rebels, disunionists, and traitors, are called by these names without any flinching. In this respect we think the course of Messrs. Lippincott & Co. compares very favorably with that of some publishers we know of, and can not be too highly commended by every loyal man. At the end of the article on the United States a vigorous and plain sketch of the rebellion is given, in which we find the following, among other statements whose animus is equally unmistakable: "Many southern politicians and editors now threatened to dissolve the Union in case of the election of Lincoln. Some who had predetermined to destroy the Union probably desired his election, in the hope that the southern people, morbidly sensitive in relation to slavery,

could be induced to regard that event as a provocation to revolt." "Before this election, large numbers of muskets had been removed from northern arsenals by Floyd, then Secretary of War, to subserve the purposes of a long-meditated conspiracy against the cause of Liberty and the Union." "The movements which the disunionists initiated to form and fortify a Southern Confederacy (of which Slavery was to be the chief corner-stone) encountered little or no opposition from the outgoing Federal administration." "Every department of the government was paralyzed by treason. Ministers and consuls returned from foreign countries to abet the rebellion." It is said that Mr. Lincoln "was shot by a partisan of the defeated cause." This is a good way to tell the story,—let not the *name* of the vile assassin be written on the page of history.

In the article on Kansas, in the Appendix, we read: "The first struggle was in the election of members of the first legislature. The proslavery party seized the polls by force; Missourians, in large numbers, openly came over and voted. The legislature, thus fraudulently and forcibly elected, passed a 'black code'. Backed by the influence of the national administration, and assisted by the 'Border Ruffians' of Missouri, the proslavery party attempted to drive out the free-state men." "Lying on the borders of Missouri, she has suffered from several guerilla raids, in one of which Lawrence was burned, and 148 persons were butchered in cold blood; her motto, 'Ad astra per aspera', has been well illustrated in her history. Her people are thoroughly loyal and intensely radical. Notwithstanding the drain of the war, her growth has been steady and rapid."

We think the above extracts fully prove that these publishers do not intend to falsify the facts of history' in their books. Let all loyal people put such books, in the hands of their children.

THE STUDENT'S PRACTICAL CHEMISTRY. A Text-Book on Chemical Physics and Inorganic and Organic Chemistry. By Henry Morton, A.M., Professor in Philadelphia Dental College and Franklin Institute, and Albert M. Leeds, A.M., Professor in Philadelphia Dental College and Lecturer in Franklin Institute. 318pp., 12mo. Philadelphia: J. B. Lippincott & Co. 1866.

Evidently no pains has been spared to give this book a neat and attractive appearance. The type, the illustrations, paper, and every thing about the book, is pleasing. The object of the authors was "to produce a book of practical use to the student, by furnishing him with clear and simple explanations of the subject; and to those more proficient in scientific learning, by giving them, in small compass, convenient memoranda of important facts, numbers, references, etc. The effort has also been made to embody all the valuable novelties in branches discussed (many of which have not yet been introduced into any text-book), and thus bring this work down to the present time."

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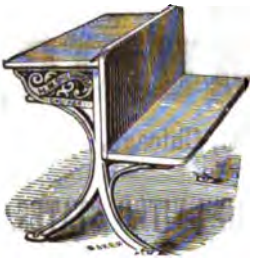
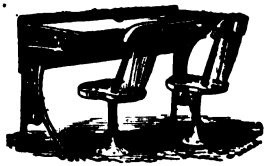
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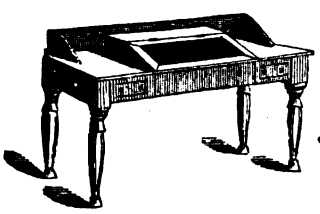
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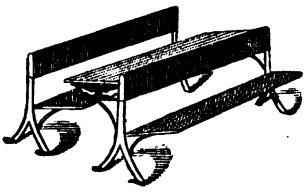
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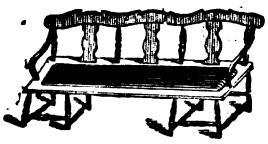
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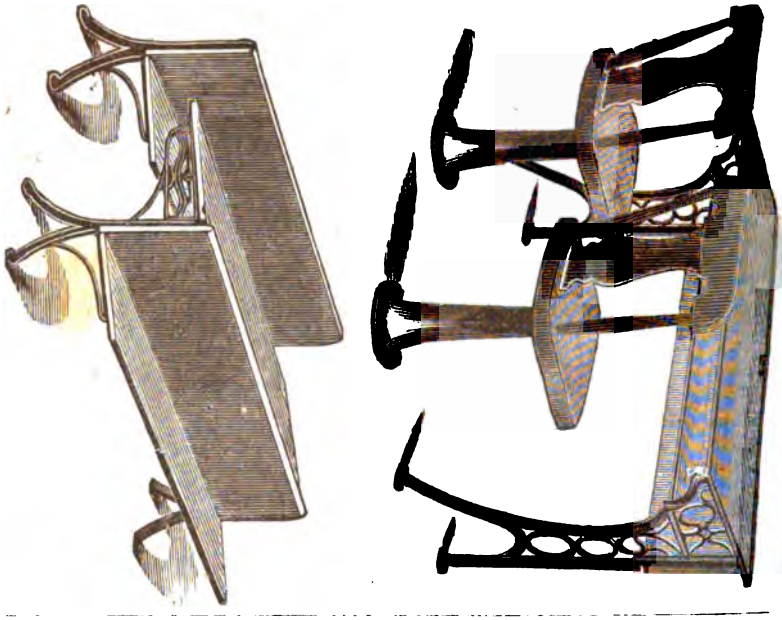
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Volume XII. JULY. Number 7.

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VOLUME XII. JULY, 1866. NUMBER 7.

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On the 26th of December, 1853, there was convened at Bloomington an Educational Convention, composed more strictly of teachers, superintendents and commissioners of schools, and other friends of popular education. The circular calling the meeting was signed by the Secretary of State, as State Superintendent, the President and Professors of Shurtleff College and of the Illinois Wesleyan University, the President of Knox College, and a large number of other prominent teachers, schoolmen, and ministers. The convention was organized by the election of the following officers: *President*, D. Brewster; *Vice-Presidents*, Professor W. Goodfellow, Professor A. J. Sawyer, and C. F. Loop; *Secretaries*, W. H. Powell and H. L. Lewis. The principal subjects discussed were the establishment of a State Normal School, the establishment of an educational paper, and the organization of a Teachers' Institute. Addresses were delivered by Professor Goodfellow, H. H. Lee, and Dr. E. R. Roe,—the latter upon 'Geology'. Committees were appointed to petition the Legislature for a State Superintendent of Schools, for the establishment and support of a Normal School, and for a School System without taxation; the Constitution of a State Teachers' Institute was drawn up and adopted; the usefulness of an educational journal was recognized, and a committee chosen to provide for its publication, should they deem it advisable.

The office of State Superintendent of Public Instruction was created

* From Barnard's *American Journal of Education* for June, 1866.

by the next Legislature, and Hon. N. W. Edwards was appointed by the Governor to the position, until his successor should be elected.

After the adjournment of the convention, the STATE TEACHERS' INSTITUTE OF ILLINOIS was fully organized by the election of the following officers: *President*, Rev. W. Goodfellow; *Vice-Presidents*, Rev. H. Spalding, Thomas Powell, and C. C. Bonney; *Recording Secretary*, Rev. D. Wilkins; *Corresponding Secretaries*, H. O. Snow, H. L. Lewis, and C. W. Hartshorn; *Treasurer*, Professor C. W. Sears; *Executive Committee*, Lucius Loring, Professor D. Wilkins, and E. Brewster; also Standing Committees on Books and Libraries, on Government and Discipline, and on Exercises.

FIRST ANNUAL MEETING.—At Peoria, December 26th, 1854—W. H. Powell acting as President. Addresses were delivered by Professor Charles Davies, on 'School Education'; by N. W. Edwards, on a 'School Law for Illinois'; and by Professor J. B. Turner, Dr. R. C. Rutherford, and Dr. Calvin Cutter. A prominent subject before the Institute was the establishment of the *Illinois Teacher*, which was finally determined upon, and a committee appointed to make the necessary arrangements. Its publication was commenced in February, 1855, under the chief editorship of W. F. M. Arny, and has been since continued with various changes in the direction and management. discussion was held upon the subject of the coëducation of the sexes, and resolutions were passed approving of it through all grades of schools. Resolutions were also passed in favor of vocal music in schools; condemning the scheme of the State Superintendent, authorizing him to prescribe and enforce a system of text-books; favoring the support of schools by a direct *ad-valorem* tax; recommending the application of the University and Seminary Fund to the establishment of a State University and Normal School; and in favor of a uniformity of text-books. The following officers were elected: *President*, W. H. Powell; *Vice-Presidents*, N. Bateman, H. H. Haff, and O. C. Blackmer; *Secretaries*, Y. C. Burchard, Professor S. Wright, C. E. Hovey, and A. A. Trimper; *Treasurer*, Onslow Peters; *Ex. Committee*, Bronson Murray, G. W. Minier, and Professor S. Wright. An act of incorporation was granted to the Society by the following Legislature.

SECOND ANNUAL MEETING.—At Springfield, December 26th, 1855. Addresses were delivered by N. W. Edwards, on the 'Common

Schools, the School Law, and a Normal School'; by Professor J. B. Turner, on a 'Normal School', followed by Mr. Edwards and Mr. Leach upon the same subject; by Professor N. Bateman, on 'Popular Fallacies in Teaching'; by President J. M. Sturtevant, on the 'Utility of the Study of the Classics'; by W. H. Powell, on the 'Support of the Common Schools, necessary to the Public Good'; and by Professor Akers. An interesting report was made by N. Bateman, on 'School Government', which gave rise to a warm debate. Discussions also followed upon the subject of President Sturtevant's discourse, upon several points of the School Law, and other minor questions. The title of the Institute was changed to 'The Illinois Teachers' Association', and other changes were made in the Constitution, constituting the President and nine Vice-Presidents a 'State Board of Education', and the Corresponding Secretary a 'State Agent', with a salary of $1,200. A committee was appointed to petition the Legislature in behalf of County Institutes, and the *Illinois Teacher*. The following officers were elected: *President*, C. E. Hovey; *Corresponding Secretary*, N. Bateman; *Ex. Committee*, N. Bateman, B. G. Roots, and T. W. Bruce; *Editor*, C. E. Hovey. Professor N. Bateman and W. H. Powell were nominated as first and second choice of the Association, and recommended to the consideration of the people, as candidates for the office of State Superintendent.

Mr. Powell was elected, and Mr. Bateman succeeded him at the expiration of his term. A number of County 'Teachers' Institutes' had already been formed, of which the earliest was that of Lee county, in 1854, followed by Whiteside, Tazewell, Ogle, and others. In the two following years, through the efforts of the State Agent and other influences, they increased more rapidly, and were over fifty in number at the close of 1858.

THIRD ANNUAL MEETING.—At Chicago, Dec. 22d, 1856. In point of attendance, talent, importance of subjects presented, and ability shown in discussion, this meeting ranks among the first which the Association has ever held. Addresses were delivered by Professor Longley, on 'Phonetics'; by W. H. Wells, on the 'Science of Teaching'; by C. E. Hovey, on the 'History of the *Illinois Teacher*'; by N. Bateman, on the 'Justice of a School Law based upon an *ad-valorem* Tax'; by Henry Barnard, on the 'Duty of the State to Schools'; and by C. M. Cady, on 'Music as a Department of Education'. Essays were read by W. H. Haskell, on the 'Duties of County Commiss-

sioners'; by H. O. Wright, on the 'Compensation of Teachers'; by C. B. Smith, on 'Public and Private Schools compared'; and by J. F. Benson, on 'Who should be Teachers'? Reports were also presented by J. A. Sewall, on 'Gymnastic Exercises'; by T. J. Conatty, on the 'Self-reporting System'; by C. Nye, on 'Tools and Instruments, or the True Use of Text-Books'; and by D. S. Wentworth, on 'School Government'.

The Report of C. E. Hovey, in behalf of the Board of Education, gave rise to a lengthened discussion, and resolutions were passed recommending the appropriation by the Legislature of a sum sufficient to establish and support a Normal School; the change, where desired, from the District to the Township system; the increase of the salaries of County Commissioners, and empowering them to cancel the certificates of teachers for due cause. The following officers were elected: *President*, Simeon Wright; *Corresponding Secretary*, Dr. C. C. Hoagland; *Editor*, C. E. Hovey; *Ex. Committee*, D. S. Wentworth, J. L. Hodges, and I. Stone, jr. Liberal subscriptions were made to the *Teacher*, and the meeting closed with a social gathering, attended with more than ordinary spirit and enjoyment.

In February, 1857, the Legislature passed an act for the establishment and maintenance of a Normal University—making appropriation from the University and Seminary Fund for its support, but nothing for the purchase of site or buildings. Bloomington contributed $150,000 for these purposes, C. E. Hovey was appointed Principal, and instruction commenced in the October following.

Fourth Annual Meeting.—At Decatur, December 28th, 1857. Addresses were delivered by S. Wright; by E. L. Youmans, on the 'Chemistry of the Sunbeam'; by Dr. C. C. Hoagland, on 'School Supervision'; by Professor Tillinghast, on 'Teaching Vocal Music in Schools'; by Professor R. Edwards, on 'Normal Schools'; by Dr. E. R. Roe, on 'Education of the Body'; and by President Blanchard, on the 'Vocation of the Teacher'. Essays were read by Miss H. P. Young, on 'Primary Instruction'; by Rev. W. S. Post, on the 'Relation of Parents, Teacher, and Pupils'; by Professor C. D. Wilber, on the 'Lead Mines of Galena'; and by Professor O. Springstead, on 'Oral Instruction'. Discussions were held on the 'Furnishing Pupils Gratuitously with Books', and on the 'Coëducation of the Sexes'. The Report of the Board of Education gave rise to resolutions establishing the office of State Agent; recommending the organization of

Teachers' Institutes and the formation of School Libraries; favoring the equal compensation of male and female teachers, and a system of graded certificates; and urging greater attention to physical culture. A committee was appointed to memorialize the Legislature for an appropriation for preparing and distributing to each township a work upon School Architecture. A communication was received from C. Thomas on the practical study of the Natural History of Illinois and the foundation of a Natural-History Society in connection with the Normal School—which was approved by the Association. Provision was made for securing the salary of the State Agent—$1,200 and expenses,—and a subscription of 1,885 copies of the *Teacher* was pledged (which pledges remained, generally, unfulfilled). The following officers were elected: *President*, B. G. Roots; *Vice-Presidents*, Dr. Hurd, M. Tabor, J. V. N. Standish, O. Springstead, Jon Shastid, H. Spalding, S. P. Read, Ezra Jenkins, and W. Cunningham; *State Agent*, S. Wright; *Secretaries*, J. F. Eberhart and T. J. Conatty; *Editor*, N. Bateman. The attendance was larger than ever before, and much enthusiasm was manifested.

Fifth Annual Meeting.—At Galesburg, December 28th, 1858. Addresses were delivered by Professor S. S. Hammill, on 'Elocution'; by President Harvey Curtis, on the 'Various School Systems'; by Professor J. B. Turner, on 'Reading'; by Professor J. F. Brooks, on 'Phonetics'; by Professor J. Haven, on the 'Model Teacher'; and by A. C. Spencer, on 'Penmanship.' Essays were read by S. A. Briggs, on 'Recitations'; by Mrs. H. T. Mitchell, on the 'Mental Influence of Science'; by Willard Woodard, on 'School Management'; and by Miss H. M. Culver, on 'Some of the Things we Teach Children'. A discussion was held upon the subject of Union Graded Schools; but the most prominent subject before the Association was the best mode of management of the *Illinois Teacher*. The debate was warm and excited, and resulted in so altering the Constitution as to release the Association from all responsibility for or interest in its publication. The *Teacher* was still continued by its former publishers and recognized as the organ of the State Department, was enlarged, and has since ranked high among the similar publications of the country.

Reports were read by J. H. Blodgett, on 'Teaching as a Profession'; and by Professor Wilber, on the 'Illinois Natural-History Society', which had been commenced at the previous meeting, but was not fully organized until June, 1858. The following officers were elected: *President*, William H. Haskell; *Vice-Presidents*, J. F. Woodworth,

W. Woodard, C. P. Allen, J. E. Harroun, W. A. Chamberlin, L. M. Cutcheon, M. S. Beckwith, J. Newman, and H. W. Dyer; *Secretaries*, Ira Moore and S. M. Etter. The attendance was very large, exceeding six hundred.

SIXTH ANNUAL MEETING.—At Ottawa, December 27th, 1859. Addresses were delivered by Rev. Edward Beecher, on 'Mind'; by Rev. F. S. Waldo; and by Rev. D. A. Wallace. Essays were read by J. H. Blodgett, on the 'Teacher's Profession'; by Miss C. M. Gregory, on the 'Teacher's Field of Labor'; by P. D. Hammond, on the 'Influence of the Personal Character of the Teacher'; by Rev. C. E. Foote, on 'Discipline'; and by S. M. Cutcheon, on 'School Martyrs'. Reports were made by B. G. Roots, on the 'Use of the Bible in School'; and by A. H. Fitch, on 'Reform Schools'—both of which gave rise to long and earnest debates. The first resulted in the passage of a resolution "that we recommend the reading of the Bible, without note or comment, in all our schools." The discussion upon Reform Schools elicited accounts of the true condition of the Chicago Reform School, and the conviction that the system of moral suasion alone is not sufficient for the government of such an institution. The report of a committee on 'Teaching a Recognized Profession' brought on a discussion which indicated a decided opinion that teachers alone should be made judges of the qualifications of candidates for teaching, and the subject was referred to a special committee. A committee was also appointed to report facts and statistics showing the importance and necessity of state aid to counties in the organization and conducting of Teachers' Institutes. The subject of Teachers' Institutes was debated at length, and it was stated that thirty counties were sustaining them. The following officers were elected: *President*, J. V. N. Standish; *Vice-Presidents*, G. G. Lyon, W. S. Wood, M. O'Connor, H. A. Calkins, W. M. Baker, B. R. Hawley, George Bragdon, and J. D. Parker; *Secretaries*, W. Woodard and G. G. Alvord; *Treasurer*, N. Woodworth.

In connection with this meeting, an 'Association of School Commissioners and Superintendents' was temporarily organized on the 29th of December, 1859, by the appointment of Wells Wait President, and S. M. Cutcheon Secretary.

SEVENTH ANNUAL MEETING.—At Quincy, December 26th, 1860. Addresses were delivered by Professor J. V. N. Standish; by Professor A. S. Welch, on the 'Natural System of Education'; by N. Bate-

man, on 'Amendments to the School Law'; and by Hon. J. M. Gregory, on 'Education, the Business of Life.' Essays were read by Miss Agnes Manning, on 'Primary Teaching'; by Rev. L. P. Clover, on 'Drawing as connected with the Common and Higher Pursuits of Life'; by A. M. Gow, on 'Natural History in Schools'; and by Rev. J. S. Poage, on 'Moral Courage essential to the Scholar'. Interesting discussions were held upon the subject of 'Graded Schools', and upon 'Object Teaching'. The following officers were elected: *President*, W. H. Wells; *Vice-Presidents*, George Hicks, A. M. Gow, L. H. Cheney, J. S. Poage, J. G. Marchant, C. H. Flower, John Hull, M. V. B. Shattuck, and B. G. Roots; *Secretaries*, S. A. Briggs and W. A. Chamberlin.

EIGHTH ANNUAL MEETING.—At Bloomington, December 26th, 1861. Addresses were given by President Wells, on the 'History of Education'; by Rev. Dr. J. M. Sturtevant, on 'Female Education'; by Professor J. B. Turner, on 'Teaching Chemistry in Common Schools'; by C. H. Allen, on 'Teachers' Institutes'; and by Hon. J. L. Pickard, on 'Common Schools'. Essays were read by Miss C. L. Stocking, on the 'Importance of History in Common Schools'; by Miss Fanny Marshall, on 'Teaching Geography'; by W. M. Baker, on 'Graded Schools'; and by James Johonnot, on 'Methods in Study'. Drill exercises were also held in reading, map-drawing, gymnastics, and book-keeping. The principal discussions were upon the subject of 'Free Public High Schools', and 'Teachers' Institutes'. A resolution was passed in approval of the object system of teaching as pursued at the Oswego Public School, New York. A series of patriotic resolutions were also presented and unanimously adopted. Officers elected: *President*, W. M. Baker; *Vice-Presidents*, J. B. Kerr, H. S. Hyatt, F. Rowe, A. F. Waterman, N. A. Prentiss, H. L. Field, T. N. McCorkle, J. P. Slade, and B. G. Roots; *Secretaries*, E. L. Clark and S. H. White; *Treasurer*, J. D. Parker.

The Illinois Natural-History Society, through the efforts of its originator and secretary, C. D. Wilber, had now established a museum at Bloomington, which was dedicated during the session of the Association. The State Board of Examiners, created by the Legislature at its previous session, also held their first session on the 27th of December, and awarded their first diplomas to eighteen out of twenty-three candidates examined.

NINTH ANNUAL MEETING.—At Rockford, December 31st, 1862. Addresses were delivered by G. C. Clarke, on the 'Friendships of Literary Men'; by Richard Edwards, on 'National Welfare as dependent upon Universal Education'; by C. D. Wilber, on the 'Natural Resources of the West'; by A. S. Welch, on 'Object Teaching'; by A. M. Gow, on 'Compulsory Attendance'; by Hon. N. Bateman, on the 'Chief End of Common Schools, and its more Effectual Attainment'; by W. H. Wells, on 'Orthoëpy and its Representatives'; by Professor J. J. Blaisdell, on 'Dr. Arnold as a Teacher'; and by Professor J. D. Butler, on 'Commonplace Books'. Essay by A. A. Griffith, on 'Reading'. Drill exercises were held in History, by W. Woodard; in Grammar, by Isaac Stone; in Map-drawing, by E. C. Hewett; on Color, by A. S. Welch; in Music, by W. Tillinghast; and in Gymnastics, by G. H. Haskell. Discussions were had upon the 'Best Method of Teaching Beginners to Read', and on 'Object Teaching'. Officers elected: *President*, Hon. N. Bateman; *Vice-Presidents*, W. Woodard, Alex. Kerr, Sterne Rogers, D. W. Evans, G. G. Alvord, Francis Hanford, Z. Truesdel, E. C. Hewett, E. B. Leonard, C. E. Foote, A. W. Mace, O. S. Cook, and L. H. Roots; *Secretaries*, W. W. Davis and A. M. Gow.

TENTH ANNUAL MEETING.—At Springfield, December 29th, 1863. Addresses by President Bateman, on 'The Association—its History and Aims'; by Hon. J. P. Brooks, State Superintendent, on the 'Material Value of Education'; by W. Woodard, on the 'Elements of Power'; by George Howland on the 'Courtesies of the School-room'; and by Rev. Robert Allyn, on 'Character in a Teacher better than Attainments.' Discussions were also held upon the introduction of scientific musical instruction and of the phonetic system into schools, upon the best time for commencing grammar, the necessary qualifications of teachers, and the courtesies of the school-room. Essays were read by Miss R. F. Beecher, on the 'Study of our Language'; by W. W. Davis, on 'Composition'; by J. J. Noble, on 'Mental Arithmetic'; and by J. P. Slade, on 'Success in Teaching'. Reports were received from Professor Edwards, upon the 'Normal University'; from J. F. Eberhart, on 'School Visitation' and 'Institutes'; and from A. M. Gow, on 'Compulsory Attendance'. Practical exercises were also conducted by E. C. Delano, in a model object lesson; by Professor A. A. Smith, in elocution; by A. Stetson, in free gymnas-

tics; and by Professor Edwards, in reading. The principal feature of the session was the discussion upon the subject of a system of State Institutes in connection with the Normal University; a plan was matured, and a committee appointed to memorialize the Legislature for its embodiment into the School Law. Officers elected: *President*, R. Edwards; *Vice-Presidents*, G. Howland, M. Andrews, Morris Savage, J. M. Gow, G. G. Alvord, P. P. Heywood, T. R. Leal, Lucius Kingsbury, Jon Shastid, O. S. Cook, J. M. Pace, J. A. Hamilton, and P. K. Roots; *Secretaries*, S. M. Etter and S. A. Briggs.

ELEVENTH ANNUAL MEETING.—At Monmouth, December 27th, 1864. Addresses were delivered by George Howland, on 'Horace and his Times'; by President Edwards, on 'What shall we do next?' by Dr. John S. Hart, on 'Normal Schools', and on the 'English Language'; and by Professor J. V. N. Standish, on 'Railroads to Knowledge'. Essays were read by F. Hanford, on the Responsibilities of Citizenship'; by M. V. B. Shattuck, on 'Heart Culture'; by S. H. White, on 'Thought Culture'; by G. P. Beard, on 'The Recitation'; and by Professor E. C. Hewett, on 'History in Schools.' Class exercises were conducted by Professor Powers, in free gymnastics; by Professor Blackman, in music; by W. M. Scribner, in penmanship; and by Professor E. N. Booth, in elocution. Discussions were held upon the subject of 'Elocution'; and 'To what extent should the Language of the Text-book be adhered to?' The report of the Committee on Modifications of the School-Law was adopted, to the effect that the fund of the State Superintendent for travel and clerk-hire should be at least $2,500, and that he be authorized to appoint an assistant, to be a state officer, with a salary of $1,500; that $5,000 be appropriated annually for Institute purposes, of which the Board of Education should be trustees; that the Board appoint an agent to conduct Institutes, in connection with the State Superintendent; and that there be an annual convention of County Commissioners, to advise as to the time and place of holding Institutes. The President was authorized to bring these subjects before the attention of the Legislature. Officers elected: *President*, S. M. Etter; *Vice-Presidents*, S. H. White, W. A. Jones, A. M. Gow, Rev. R. C. Mathews, J. H. Knapp, P. C. Royce, E. A. Gastman, E. L. Clarke, Jon Shastid, O. S. Cook, J. M. Pace, J. A. Hamilton, and P. K. Roots; *Rec. Sec'y*, Z. Truesdel; *Ex. Com.* J. F. Eberhart, E. C. Hewett, and J. D. Low.

CONSTITUTION—1864.

I.—This Association shall be called 'THE ILLINOIS STATE TEACHERS' ASSOCIATION'.

II.—This Association shall hold its meetings annually.

III.—The officers of this Association shall consist of a President, nine Vice-Presidents, one from each Congressional District in the state, a Recording Secretary, a Corresponding Secretary, a Treasurer, a Committee on Programme and Arrangements, and a Committee on School Government, all of whom shall be appointed annually and hold their offices until their successors are elected.

IV.—It shall be the duty of the President to preside at the regular meetings of the Association and to attend to all the duties incumbent upon said office; and some one of the Vice-Presidents shall preside in case of his absence.

The President and the nine Vice-Presidents shall constitute the Executive Board of the Association, six of whom shall be a quorum to transact business. It shall be the duty of this Executive Board to advise with the State Superintendent of Public Instruction, with the Corresponding Secretary of the Association, and with the Treasurer; to report to the Association, annually, any revision they deem expedient in the School Law and in this Constitution; to attend to the general interests of the Association; and to take a general supervision of the cause of education in their respective districts, by advising with the County Commissioners, Township Trustees, and District School Directors.

V.—It shall be the duty of the Recording Secretary to keep a correct account of the proceedings of the Association.

VI.—It shall be the duty of the Corresponding Secretary to conduct all the foreign correspondence of the Association.

VII.—It shall be the duty of the Treasurer to receive membership fees and all other funds accruing by donation or otherwise, and disburse the same on the order of the Executive Board; and he shall be required to make an annual report to the Association of the condition of the finances.

VIII.—It shall be the duty of the Committee on Programme and Arrangements to arrange the literary exercises for each session of the Association.

IX.—It shall be the duty of the Committee on School Government to report annually to the Association the best manner of governing schools.

X.—This Association shall consist of teachers, and of state, county, township, and district school officers in the State of Illinois; each male member paying one dollar annually and signing the Constitution.

Honorary members may be elected at any annual meeting, and may participate in the debates, but not be entitled to vote.

XI.—All officers shall be elected by ballot, except when otherwise ordered by the Association, a majority of votes electing.

XII.—The Executive Board of the Association shall have power to fill any vacancies that may occur in the offices of the Association by death, resignation, or otherwise, between the annual sessions of the Association.

XIII.—This Constitution may be altered and amended by a vote of two-thirds of the members present, at any regular meeting of the Association.

[To be continued.]

SLEEP AND STUDY.

AN ALLEGORY.

I.

Sleep is a maiden, gentle and fair,
With a constant smile on her placid face:
With poppy-blossoms she decks her hair,
And she shows in her bearing the conscious air
Of a woman possessed of each feminine grace.

She wanders oft to the Land of Dreams,—
Sweet land of Illusion, fair and bright;
And she walks by the banks of murmuring streams,
Where, sheltered from midday's piercing beams,
Her blissful bowers by their beauty invite.

Where'er with her velvet foot she goes,
An ethereal perfume floats on the air:
At her coming the mourner forgets his woes,
And, wrapped in the mantle of repose,
Lays down his burden of sorrow and care.

To the sufferer, tossed on his fevered bed,
With an opiate draught she eagerly hies:
She soothes to quiet the aching head,
And, banishing all its fancies dread,
She closes in calmness the weary eyes.

But to the toiler on his way
Her voice has a syren's power for ill:
She allures, but, alas! it is but to betray;
Her victim she leads from duty astray
With a basilisk's baneful but magical skill.

II.

Study 's a youth of an active mind,
Uneasy spirit, and restless will:
To present attainments never resigned,
To new endeavor for ever inclined,
He bravely clambers up Fame's rugged hill.

He diveth into the deep Unknown,
He digs and delves with patient toil.
Leaving behind him the sluggard and drone,
He manfully struggles on alone,
And oft by the light of the 'midnight oil'.

But a vigilant foe upon his track
Will constantly, cautiously, cunningly creep:
'T is a maiden fair, who would lure him back;
No witching wile does the tempter lack,
And the name of the damsel is——Sleep.

When the eager mind aspires to gain
The glorious triumphs by genius won,
Oft drowsiness seizes the o'erwrought brain,
And fetters it fast, though with flowery chain,
Ere half of its toilsome task is done.

Study and Sleep, the youth and the maid,
Lead but a sad and belligerent life.
What powerful enchanter will lend his aid
To reconcile the ambitious blade
With the gentle but cunning and crafty maid,
And make the twain——husband and wife?

BLOOMINGTON. S.

TWO PICTURES.

THE SCHOOLMASTER.—Bradley Headstone, in his decent black coat and waistcoat, and decent white shirt, and decent formal black tie, and decent pantaloons of pepper-and-salt, with his decent silver watch in his pocket, and its decent hair-guard round his neck, looked a thoroughly decent young man of six-and-twenty. He was never seen in any other dress, and there was a certain stiffness in his way of wearing this, as if there were a want of adaptation between him and it, recalling some mechanics in their holiday clothes. He had acquired mechanically a great store of teachers' knowledge. He could do mental arithmetic mechanically, sing at sight mechanically, blow various wind-instruments mechanically, even play the great church-organ mechanically. From his early childhood up, his mind had been a place of mechanical storage. The arrangement of his wholesale warehouse, so that it might be ready to meet the demands of retail dealers—history here, geography there, astronomy to the right, political economy to the left,—natural history, the physical sciences, figures, music, the lower mathematics and what not, all in their several places,—this care had imparted to his countenance a look of care: while the habit of questioning and being questioned had given him a suspicious manner, or a manner that would be better described as of one lying in wait. There was a kind of a settled trouble in his face. It was the face belonging to a naturally slow or inattentive intellect that had toiled hard to get what it had won, and that had to hold it now it was gotten. He always seemed to be uneasy lest any thing should be missing from his mental storehouse, and taking stock to assure himself.

Suppression of so much to make room for so much had given him a constrained manner, over and above. Yet there was enough of what was animal and of what was fiery (though smouldering) still visible in him to suggest that if young Bradley Headstone, when a lad, had chanced to be told off for the sea, he would not have been the last man in a ship's crew. . . . . .

THE SCHOOLMISTRESS.—Small, shining, neat, methodical, and buxom, was Miss Peecher: cherry-cheeked, and tuneful of voice. A little pin-cushion, a little housewife, a little book, a little work-box, a little set of tables of weights and measures, and a little woman, all in one. She could write a little essay on any subject exactly a slate long, beginning at the left-hand top of one side and ending at the right-hand bottom of the other, and the essay should be strictly according to rule. If Mr. Bradley Headstone had addressed a written proposal of marriage to her, she would probably have replied in a complete little essay on the theme exactly a slate long, but would certainly have replied Yes. For she loved him. The decent hair-guard that went round his neck and took care of his decent silver watch was an object of envy to her. So would Miss Peecher have gone round his neck and taken care of him. Of him, insensible. Because he did not love Miss Peecher. Dickens's Mutual Friend.

NOTATION OF SOUNDS.

BY AN OLD TEACHER.

IN the course of speculations upon English Grammar, extending through many years, an inconvenience has been felt by me, when, from time to time, I have desired to present some of my ideas to the public through the columns of a newspaper or the pages of an educational magazine, from the want of a convenient system of denoting the sounds of the language. The same embarrassment, I doubt not, has been experienced by many others. Having turned my attention to the means of remedying the difficulty, I am persuaded that they are to be found in every well-provided printing-office; and in the hope that the plan will be easily understood, and prove to be a considerable convenience, I beg leave herewith to present it.

It consists simply in adopting, for purposes of notation, some common style of type—antique,* for instance,—and supplying its deficiencies with black letter and *italic*, with the addition of superiors if they can be had; though these last can be dispensed with. To illustrate the plan, it will be first necessary to understand what the elementary sounds of the language actually are; and if, in giving my own conclusions, I differ from other persons, I must make want of space my apology, should my views not be enforced with sufficient distinctness.

And first, of the Vowels. I am satisfied that Dr. Rush, in his theory of 'vanishing sounds', has confounded consonants with vowels. Every vowel, in the English way of speaking, when prolonged, has a tendency to run into one of the three consonants *h*, *w*, or *y*, thus enabling us to distinguish three classes of vowels. In each class there is a full, a medial and a weak vowel (I would say *close* in stead of *weak*, and *open* in stead of *full;* but those designations are needed for other purposes). In the English language, however, the weak vowel of the third class is wanting; but it is found in French, German, and Greek, and I doubt not in Latin, if we would pronounce it as the ancients did. Each of these has a short and a long sound; the latter a prolongation of the former. To these are to be added three diphthongs. These *nineteen* sounds I propose to indicate as follows, using the letter 'a' for the first class, 'o' for the second, and 'e' for the third, and denoting the long sounds by affixing a superior or italic *h*, *w*, or *y*. This is not needed with the diphthongs, as they are always long.

VOWELS.

First, or *h* Class.	
Short.	*Long.*
a as in aha.	a^h as in $ah a^h$.
u as in cun.	u^h as in (man) mu^hn.
a as in bias.	a^h as in (up) a^hp.

Second, or *w* Class.	
Short.	*Long.*
o as in on.	o^w as in (or) o^wr.
o as in only.	o^w as in tone.
o as in *to* go.	o^w as in (two) to^w.
	ao as in (owl) aol.

Third, or *y* Class.	
Short.	*Long.*
e as in ell.	e^y as in (may) me^y.
i as in (ill) ill.	i^y as in (be) bi^y.
u as in French une.	ai as in (aisle) ail.
	oi as in (oil) oil.

*The type we use here is not that known as antique, but will answer the author's purpose quite as well, and suits the printer better.—*Publisher.*

Remarks.

a. This is the sound heard in such words as 'mast', which many persons, in trying to avoid the sound of a^h, pronounce $m_a{}^h st$.

a^h. This is seldom, if at all, found except before 'h' or 'r'.

a and a^h. The difference of sound in the words 'can' and 'man' is perceptible to every ear, but I am not aware that it is denoted in any dictionary.

a. This is the most common sound in our language, and is represented by every vowel-letter and by several digraphs; as in *altar, alter,* no *sir, sailor, murmur, martyr,* etc. It is heard feebly in all such words as *able, ample,* etc.

a^h. This is the same sound in 'luck' and 'lurk', though slightly disguised by the semivowel *r*.

o. This sound is much used by Americans where the English use o^w; as in 'coat', 'home', 'stone', etc. It is the true ομικρον, which some superficial observers have said that the modern Greeks pronounce the same as ωμεγα.

Some have denied that e^y and i^y are merely the sounds of e and i protracted. But their misapprehension is due to their overlooking the peculiarity of our language, that the long vowels tend to close on their characteristic consonant; and this peculiarity is more marked in the third class than in any other, as the organs of speech, in uttering them, are opened to a less extent, and consequently *not so well braced* against this tendency.

u. This is the Greek υψιλον, and undoubtedly the Latin *y*, which is derived from it. As it does not exist in our language, I have not thought it necessary to search out distinctions between the long and short sounds.

ao, at, and ot. In some elementary works, young readers are cautioned not to give the 'diphthongal' sound to long *i*, and the caution might have been extended with equal propriety to such pronunciations as *caow* for 'cow', and *boiy* for 'boy'. But the error which is here censured is actually the *separation* of the two sounds, which leaves them no longer a diphthong.

I proceed to the analogies of the Consonants. And first I will remark a peculiarity of some languages, of which the English is one, in forming the sounds of 'f' and 'v' with the assistance of the teeth, while in other languages the corresponding sounds are formed with the lips alone. On the other hand, the people of continental Europe,

generally if not universally, sound the sibilants with the assistance of the teeth, which we do not. The teeth, then, may be considered as exceptional, not essential, organs of speech, and, as such, will be disregarded in this scheme. This being premised, I remark that the consonants are of two kinds, or qualities,—mutes, and semivowels; and that the semivowels are of two kinds,—sibilants, and liquids. Furthermore, there are three classes of consonants, distinguished, according to the organ by which they are formed, as labials, palatals, and linguals. The sibilants are of the third class; the mutes and liquids are divided among the three. In each class there is a sharp, and a corresponding dull mute, which may be called hard; and another corresponding with each of these, which may be called soft. Besides these, there is another in the labial class, which seems to occupy a position between the mutes and the liquids. The scheme of notation of these sounds (most of which require no exemplification) is here presented.

CONSONANTS.

		1st Quality, Mutes.				2d Quality, Semivowels.
		Order 1, *Sharp.*		*Order* 2, *Dull.*		2d Kind, Liquids.
		Genus 1. Hard.	Genus 2. Soft.	Genus 1. Hard.	Genus 2. Soft.	
Class I, Labials.		p	f	b	v	w m
Class II, Palatals.		k	h	g g in *go.*	y	g ng in *sing* r
Class III, Linguals.	2d Qual. Semivowels. 1st Kind, Sibilants.	t	t th in *thin.*	d	d th in *the.*	n l
		s	s sh in *she.*	z	ż z in *azure*	

It is obvious that the consonants p, k, and t, completely obstruct the passage of sound, and the corresponding ones b, g, and d, permit only a dull, murmuring or *grumbling* sound to be heard from within the closed organs, while the sounds of the liquids approach much nearer to a vocal utterance. The sibilants, on the other hand, are merely whispers, if so much. The sounds of the soft mutes, again, are quite distinct from those of the other groups, being merely breathings, and some of them quite inaudible. I anticipate no objection to my arrangement except with regard to the h and y; but, even in those cases, I am satisfied that every person of tolerable judgment will, upon due consideration, perceive that there is the same analogy between the sounds of kr^h and hr^h as between those of pr^h and fr^h, and furthermore, that the sound yr^h bears the same relation to gr^h as hr^h does to kr^h. Whatever exceptions, however, any one may take to the classification of the sounds,—and I regret the want of space to anticipate such ob-

jections as may perhaps be urged,—the plan of denoting the sounds will prove none the less useful. To illustrate its convenience, a few examples may be given. Thus:

The indefinite article and the copulative conjunction, though cited as e^y, ən, and ənd, are actually *a*, *an*, and *and*: as, *a* mob; *an* oks; yo^w *and* ar.

The definite article is ðə before a consonant, ðɛy before a vowel: as, ðə boɛ; ðɛy a^{h}rmɛ.

The comparative and superlative degrees are regularly formed by adding *ar* and *est* to the positive: as, hot, hot*ar*, hot*est*; waɛz, waɛz*ar*, waɛz*est*.

The imperfect participle of the verb is always formed by adding ŋg: as, trot, trot*ŋg*; la^{h}v, la^{h}v*ŋg*.

Many other examples might be adduced, to exhibit the convenience of a notation of this kind in grammatical treatises, but these may suffice; and I will only add the remark that it is by no means proposed to substitute this system for the common character in ordinary use. It is hoped, however, that the analysis of the sounds of our language herewith presented will commend itself to the attention of the reader.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

☞ Post-Office Address—"595 West-Washington St., Chicago." ☜

SOLUTIONS.—8. As they are in a proportion, there must be a ratio. Hence, let r=ratio; then we shall have x = number of pounds of 7-shilling tea, and rx=number of pounds of 11-shilling tea. Then will 7-shilling tea : 11-shilling tea :: $x : rx$; also, $7x+11rx$ = the cost of mixture, and $12x+11rx$ = the value of mixture at 12 shillings per pound. Now $\frac{53\frac{1}{3}}{100}=\frac{160}{300}=\frac{8}{15}$; and, by the conditions, $\frac{8}{15}(7x+11rx)+7x+11rx=12x+12rx$, or, $56x+88rx+105x+165rx=180x+180rx$. $19x-73rx=0$. $19=73r$. $r=\frac{19}{73}$. Substitute this for r, and we have 7-shilling tea : 11-shilling tea :: $x : \frac{19}{73}x$; or, dividing second ratio by x, we have 7-shilling tea : 11-shilling tea :: $1 : \frac{19}{73}$; hence, 7-shilling tea : 11-shilling tea :: 73 : 19 = the proportion required.

SIGMA.

$53\frac{1}{3}$ per cent.$=\frac{8}{15}$. If he gains $\frac{8}{15}$ of the cost, the selling price must be $\frac{23}{15}$ of the cost price. 12 is $\frac{23}{15}$ of $7\frac{19}{23}$. To make a mixture of teas worth respectively 7 shillings and 11 shillings per pound, that the mixture may be worth $7\frac{19}{23}$ shillings, we may use 73 pounds of the first to 19 pounds of the second. *Ans.* 73 : 19. O. S. W.

Answer sent in by Pupillus, also.

PROBLEMS.—10. A person at a tavern borrowed as much money as he had about him, and out of the whole spent 16 cents; he then went to a second tavern, where he also borrowed as much as he had now about him, and out of the whole spent 16 cents; and going on, in this manner, to a third and a fourth tavern, he found, after spending 16 cents at the latter, that he had nothing left. How much money had he at first? ARTEMAS MARTIN.

11. If 6 oxen and 50 sheep, grazing, are required to eat $7\frac{1}{2}$ acres of grass in 3 weeks, together with that which grows during the time of grazing; and, in like manner, 10 oxen and 60 sheep are required to eat 20 acres of grass in 8 weeks, together with that which grows during the time of grazing: how many sheep and oxen (the sheep being 5 times the number of oxen) will be required to eat 65 acres of grass in 13 weeks, together with that which grows during the time of grazing? SIGMA.

12. At what distance from each end must a board 12 feet long, 8 inches wide at one end and 12 inches at the other, be cut, so as to divide it into two equal parts? W. H. ARNOLD.

13. Three men bought a grindstone 30 inches in diameter, each paying an equal amount of the purchase-money. Required, the number of inches of its radius each must grind off, supposing it can be ground to the centre. ARTEMAS MARTIN.

A correspondent requests a solution to the following problem, taken from Stoddard's Practical Arithmetic:

14. A man sold 100 head of live stock for $400, as follows: oxen at $40, cows at $20, calves at $8, and sheep at $2. How many might he have sold of each?

TIME is the only gift in which God has stinted us; for he never intrusts us with a second moment till he has taken away the first, and never leaves us certain of a third. FENELON.

EDITOR'S DEPARTMENT.

EDITOR'S CHAIR.

ILLINOIS STATE TEACHERS' ASSOCIATION.—We continue in the present issue the publication of the valuable article upon the Educational History of Illinois from *Barnard's American Journal of Education.* The remainder, embracing biographical sketches of eminent Illinois Educators, will appear in the *Teacher* for August.

The record is truly an honorable one. Let no reader fail to acquaint himself with the interesting facts therein contained, and not lay it aside without resolving to follow the example so nobly set, and to contribute his share toward building up a glorious Commonwealth.

NATIONAL DEPARTMENT OF EDUCATION.—The bill establishing the National Department of Education passed the United States House of Representatives on the 19th of June, and there is reason to hope that it will also pass the Senate. The success of the measure in the House is mainly due to Hon. S. W. Moulton, of Illinois; Gen. Banks and Gov. Boutwell, of Massachusetts; and Gen. Garfield, of Ohio.

The bill as originally drawn provided for a Bureau of Education in the Department of the Interior. (The bill was published in full in the *Teacher* for March, 1866, page 79.) It was afterward so modified as to create a distinct department, to be called the Department of Education, with an officer at its head styled Commissioner of Education, who is to be appointed by the President, with the consent of the Senate, and to receive a salary of $4000. The Commissioner is authorized to employ three clerks, at salaries of $2000, $1800, and $1000, respectively. A fourth section was added, authorizing and directing the Commissioner of Public Buildings to furnish proper offices for the use of the department. The functions of the department are as set forth in the original bill.

MASSACHUSETTS.—This state has expended during fifty years about eighteen millions of dollars for supporting her dependent and criminal classes. It has contributed toward the construction of sixteen institutions, in fifty years, two and one-third millions; and more than four and a half millions toward the current expenses of eighteen state establishments. These sums do not include the private charities, which are estimated at a million and a half annually.

We come now to her institutions for the reform of the juvenile classes. In nine years she expended, in erecting schools at Westborough, and supporting 2,000 pupils there, over $850,000, the average cost of each young scamp-scholar being $494. The cost of each boy per week during 1865 was $3.44. The schoolship and its current expenses for 5¼ years consumed over $173,000, at an average cost for each boy of $3.54 per week; $176,000 more were used up in 8 years in erecting a reform-school for girls and supporting the pupils who were remanded to it. The average cost per week of the girls was $2.82. We find that the aggregate of these sums is over $1,200,000.

THE FEMALE MEDICAL COLLEGE OF PENNSYLVANIA.—Before us lies the Seventeenth Annual Announcement of this institution, for the session of 1866–'67. We have perused with great interest the valuable history herein contained. March 11th, 1850, the charter of the Female Medical College of Pennsylvania was granted by the state legislature. Against the bitter opposition of medical men, the ridicule and scoffs of the public, and the lack of pecuniary means, the enterprise was inaugurated. Now, at the expiration of its 16th annual session, having outlived all serious opposition, and established itself upon a firm basis, it points with just pride to its honorable record. The manifest fitness of woman to perform many of the functions of the physician seems now, in this country at least, to be very generally recognized. Indeed, the whole evidence shows that, if to thorough medical knowledge a woman unites high moral qualities and practical common sense, a full and glorious career is open before her, and success is already secured.

"A portion of our graduates, who have not attempted to become practitioners, bear witness that amid household duties, surrounded by those they love, they regard the time and labor given to medical studies as among the best investments of their lives."

Step by step have the claims put forth by woman for a more enlarged sphere of duty been acknowledged. We hail every recognition of such claims as a new proof of our advancing civilization. In view of the past, it becomes an interesting question whether those who sneer at Female Suffrage are quite as wise and far-sighted as those who maintain that the best service that they can render woman is, in every way, to *help her to help herself.*

AMERICAN COLLEGES.—The following is an extract from a letter from the eminent German chemist, Liebig, to the Secretary of the Ohio Agricultural Society:

"In America you spend too much money in putting up your educational buildings, and then starve your professors. I learn that you put up a very grand building in your city of Columbus, called the Starling Medical College. I have a picture of it. I am told that it cost some $70,000 or $75,000, and now you are starving the professors in it. You did the same in Cleveland and Cincinnati. Then, I am told, you built two universities in Ohio, and now the professors can hardly live on the salary you pay. The consequence is that these schools, colleges, or universities, must run down. There is no place in the whole world where knowledge can make so much money as in America; therefore your best men will not become teachers or professors, simply because they can make more money out of something else; and they very naturally apply their talent and ability where it pays the best. No man will engage in an educational course of life, for life, on a salary of $1,200 or $1,500 a year, when, by applying the ability in some other pursuit, he can make $4,000 or $5,000 a year. Hence, you have no first-class professors in all America; but you have in stead first-class business men, first-class mechanics, and managers of large and colossal establishments."

The extract contains a great deal too much truth. We certainly have first-class professors in America, but they are either men who, possessed of private fortunes, can afford to devote themselves to a favorite pursuit, or else men who are willing to sacrifice worldly prospects, in their enthusiastic devotion to science. In a country like ours this should not be, and young men with a strong passion

for scientific pursuits—we have had the fortune to know such—should not be deterred from devoting their lives to them by the small prospect there is of earning even a competence if they desert the beaten paths of money-making.

Massachusetts Teacher.

AMERICAN INSTITUTE OF INSTRUCTION.—The thirty-seventh annual meeting will be held at Burlington, Vermont, August 7th, 8th, and 9th. The following are the subjects for discussion: 'Our Schools—their influence on Agriculture, Commerce, Manufactures, Civil Polity, and Morals'; 'Advantages of Graded Schools'; Education and Reconstruction'; 'Place of the Sciences and the Classics in a Liberal Education'. Lectures are announced from Moses T. Brown, Cincinnati; Professor Tyler, of Amherst College; Professor Greene, of Brown University, and M. C. Stebbins, of Springfield, Massachusetts: also, addresses by Rev. B. G. Northrop, President of the Institute, and by Gov. Bullock, of Vermont.

NATIONAL ASSOCIATIONS.—These bodies hold their annual meetings, this year, in Indianapolis, as follows: National Association of School Superintendents, August 13th; American Normal-School Association, August 14th; National Teachers' Association, August 15th, 16th, and 17th.

ELOCUTION.—"The majority of the pupils in our schools will never need to read to a larger audience than the family circle, and there any of these tricks of voice or manner would be abominable. As for the others, the worst thing we can do for them is to make them declaimers. The country is already overrun with men who delight in the sound of their own voices. The thing to be done is to give to the young thoughts and ideas, and to make them in earnest about these. Then if they have a little simple training in the management of the voice, we need not fear that they will fail in the expression of their ideas. Men who are endowed by nature with a good voice, and who really have some thoughts which ought to be uttered, will find a way to make them heard, and they will not need an elocutionist to secure attenion to what they have to say. Earnestness gives us action and is a vital power. Declamation is mere acting, and is weak and worse than useless."—*Review of a Work on Elocution in the Round Table.*

Of course we are ready to admit that there is some truth in the above tirade against what is usually called instruction in elocution. But is not the reasoning shallow, such as we would not employ in relation to any other study? Is it not a very narrow idea of education that proceeds upon the principle involved in teaching a scholar only how to read before half a dozen hearers, because he is likely 'never to read to a larger audience than the family circle'? According to that notion, the proper state of affairs would be for the child to be born into the world with the label Doctor, Merchant, or Lawyer, plainly stamped upon him (the phrenological plan would work, if it were not so uncertain whether the bump indicates an enlargement of the brain or a thickening of the skull at that point), and thus make it the only duty of the parent to familiarize his offspring with pills and powders, greenbacks and groceries, courts and crime.

Then, too, does any body believe that to teach what the writer calls 'tricks of voice and manner' would drive every body mad to 'speak in public on the stage'? We will grant that a little knowledge on this subject in possession of an igno-

ramus, whether a teacher or a pupil, will produce very ridiculous and some times very disagreeable results; but certainly, the careful training of the voice, the eye, the hand, so that all shall work in harmony, will not increase the number of speakers like him whom Moore compares to the pump—

"That up and down its awkward arm doth sway,
And coolly spout, and spout, and spout away."

But to pass on: Every teacher who has observed how the minds of his pupils work knows that, especially in the case of young pupils, it is not enough to *give* them thoughts, and interest them in those thoughts. He knows that he must require the pupils themselves to clothe the thoughts in words and give them back to him, or his labor will be of no more permanence than the house built upon the sand. He knows that the scholar who says he 'knows but ca'n't tell' do n't know. This putting an idea in words is like taking your gold and silver to the mint and having it coined. It has now a definite, easily-ascertained value, and 'will pass'.

If this be true, is it not legitimate to take one step further and teach what tones and gestures are appropriate to certain thoughts, as well as the proper words? There can be but one answer so long as the inflection, or the expression of the face, means so much more than the words uttered; so long as our language is spoken as well as written. Doubtless a man that is in downright earnest for a suit of clothes, and has the cloth, could get up something to cover his nakedness; but, unless he has some skill in the use of the shears and needle and thread, his success would not be likely to ruin the tailors, or prevent lone bachelors from marrying some body to sew on buttons.

In a word, then, while we do not think the study of elocution of prime importance, we do think any attempt to ignore or ridicule it is exceedingly unphilosophical. Declamation in our schools may be mere acting, and then is of little value; but when the boy upon the platform uses his voice and his whole frame in correspondence with the thoughts he utters, the acting is the germ of what may become 'noble, godlike action'.

Congressional Rhetoric.—We would not be understood as intending to derogate aught from the reputation of the worthy gentlemen who represent us at the national capital if, in the interest of sound learning, we venture to criticise the singular rhetoric by them some times employed. That species of oratory known as the 'Spread Eagle' is familiar to us all. Who has not witnessed the extraordinary feats of our national bird under the direction of Fourth-of-July orators of high and low degree? How he flaps his broad pinions over the continents! How his terrifying shrieks pierce the ear of the trembling monarchs of the old world, etc., etc. But American, and especially Congressional, oratory is some times more than ornithologically mad. Witness the recent debate in the House of Representatives upon the question whether the grade of general in the United States Army should be revived. Very naturally, and very properly, too, General Grant was made the subject of high eulogium. The memorable example of anti-climax so often quoted by rhetorical text-books

"Behold Dalhousie, the great god of war!
Lieutenant-Colonel to the Earl of Mar"

finds a modern parallel in the following: "When the rebellion struck the first

tocsin, he rushed to the defense of the flag, under which he had been trained and nurtured, and ——offered his services to Governor Yates of Illinois."

What a 'smashing' blow is thus described: "At Richmond, in April last, there was a blow struck which at the same time broke the head and paralyzed the extremities of the Rebellion."

Here followeth a description of the Capitol: "This massive structure, with its solid foundation, expanded wings, towering columns and *bubbling* dome," etc.

We quote a curious example of the mixing of metaphors: "Far, far back at the very dawn of History, indeed upon the very first page of man's tempestuous annals, writ in faded hieroglyphs upon crumbling columns," etc.

We are forcibly reminded by the foregoing of a similar rhetorical display by an Irish orator: "Sir, I smell a rat! I see him floating in the air! But, sir, I mean to nip him in the bud!"

WISE COUNSEL.—"Value the judicious, and let not mere acquests in the minor parts of learning gain thy preëxistimation. It is an unjust way of compute to magnify a weak head for some Latin abilities; and to undervalue a solid judgment because he knows not the genealogy of Hector. When that notable King of France * would have his son to know but one sentence in Latin, had it been a good one, perhaps it had been enough. Natural parts and good judgments rule the world. States are not governed by ergotisms. Many have ruled well who could not, perhaps, define a commonwealth; and they who understand not the globe of the earth command a great part of it. Where natural logic prevails not, artificial too often faileth. When nature fills the sails, the vessel goes smoothly on; and when judgment is the pilot, the insurance need not be high. When industry builds upon nature, we may expect pyramids; where that foundation is wanting, the structure must be low. They do most by books who could do most without them; and he that chiefly owes himself unto himself is the substantial man."

"Let thy studies be free as thy thoughts and contemplations, but fly not only upon the wings of imagination; join sense unto reason, and experiment unto speculation, and so give life unto embryon truths and verities yet in their chaos."

"Despise not the obliquities of younger ways, nor despair of better things whereof there is yet no prospect. Figures of most angles do nearest approach unto circles, which have no angles at all. Some may be near unto goodness who are conceived far from it; and many things happen not likely to ensue from any promises of antecedencies." SIR THOMAS BROWNE.

TRUE KNOWLEDGE.—"They call that knowledge which seems to me merely facts haunting a retentive memory." Is it not too often the case that this is the only kind of knowledge, or, if not the only kind, that which is chiefly acquired in our schools? We are all ready to admit that the highest object of education is to develop the mind of the scholar, but do we pursue the best course to arrive at such a result? Do we watch carefully to see whether the mental pabulum which we furnish our scholars is digested and assimilated, or are we satisfied if they show that it has obtained lodgment in their mental stomachs?

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* Louis XI. "*Qui nescit dissimulare nescit regnare.*"

THE EDUCATION OF WOMEN.—[We make the following extract from an article taken from the *London Review* which we find in *Every Saturday*.]

The question of the education of women fills now a much more worthy place than it did a few years back; indeed, till very lately it has filled no place at all. The palpable difference between the scientific method in which the education of boys has claimed to be treated, and the general neglect which has been accorded to the subject of their sisters' training, has from time to time called some passing attention to the question; but, as a general rule, it has lain quietly on the shelf. It is not that the education of girls in the upper ranks of life, or in the upper middle classes, has been neglected, but there has been little system or science in it. The teachers have themselves too often been undertaught, a fault more serious in the instructors of girls than of boys; for a girl is more likely than a boy to show an inquisitive turn of mind, and to test the knowledge and readiness of those who undertake to teach her.

The books employed in the education of girls have been but little suited to their purpose, and the hands which have manipulated them into teaching-machines have been unskillful and unready. And even had the books been better, although a good workman can work with any tools, a bad one can work with none. In the case of primary education, indeed, boys and girls have long been put on a footing of equality, and an equal amount of care has been expended upon the books and the system employed for the two sexes. But there the equality has ceased. Governesses of the stamp of Miss Susan Bennett in 'Christian's Mistake', and schoolmistresses whose intellectual powers would have been overtasked by the requirements of Mr. Squeers's head class, have had the formation of the minds of recent generations. There seems to be good hope now that all this may soon be classed definitely among the 'have beens'.

As is the case with all good things, there is a chance of having too much education for women, taking education in the conventional, unliteral sense of the word. Girls can easily be overtaught, and as easily taught in wrong directions. With less in the way of safety-valves than boys possess in football and cricket, and with a stronger acquisitive power, there is considerable fear lest girls should suffer from the effects of too large draughts of knowledge administered in earlier youth; and it is very possible to ignore overmuch the final cause of women, and teach them things which occupy in the teaching time that might have been put to better purpose in furthering the development of their *raison d'être*. The educators of women, like all other educators, have to remember the wide distinction which exists in the nature of things between mental training and the acquisition of knowledge, a distinction which is unpleasantly forced upon our notice when some pert and flippant young person talks of her college and displays her stores of undigested fact, with a lamentable absence of feminine modesty and a presumptuous ignorance of the methods of combination and induction, as if the possession of a certain number of metallic facts were the great aim and end of life.

. . . . . .

The late local examinations of the University of Cambridge, to which for the first time girls have been admitted as well as boys, prove conclusively that the study of Latin is conducted very satisfactorily in some educational establishments, as the following extract from the report of the Syndicate may show: "Three junior girls attempted Latin; of these, none failed. Of nine seniors, two failed."

The examiners say that the papers were extremely creditable. They appear to have been struck with the accuracy and good taste of the translations.

It is worth while to compare this with the report on the performances of the boys, who offered themselves for examination on the same subjects, and with exactly the same papers. Of the seniors the examiner says: "I think I may say that the way in which the Latin and Greek papers have been done is, on the whole, creditable. Many had evidently prepared the subjects with great care; a few showed considerable knowledge of the languages. At the same time many have utterly failed,—showing a complete ignorance, not only of the particular subjects, but of common words and grammatical constructions," and more to the same effect. Of the juniors: "The translation was fairly done, although a good deal of it gave signs of a good memory, rather than of sound scholarship. The parsing, although improved at some centres, yet was often extremely bad. The composition was, as a rule, absolutely worthless." And another means of comparison is afforded by the tabulated percentages of failures. Of senior boys 21.6 per cent. failed in Latin: in actual numbers, 38 out of 176; of senior girls, 18.1: 2 out of 11. Of junior boys, 23 per cent., being 136 out 594; of junior girls none failed of three candidates. Of course, the smallness of the total numbers in the case of the girls renders these percentages a less trustworthy means of comparison than they would have been had the numbers of girls and boys approximated more nearly; still, we are enabled to say that the few girls in for the examination did better than the many boys. . . . . .

One among the reasons for the movement now in progress for improving the education of girls appears to lie in the fact that many women now earn their livelihood in other ways than by going out as governesses; and though one might have supposed that more teaching would be necessary for an embryo governess than for any other girl, the various requirements of the present day demand much more, both of actual information and of systematic training, than the education of the old style of governess did. Knowledge can now be put to many paying uses which were not dreamed of in the past generation. The vast mass of periodical literature which is devoured by the public in the course of each year affords employment and a means of subsistence to a larger number of educated women than the public is quite aware of. A good deal of decidedly trousered literature comes, in fact, from unknown petticoats. Women hold, too, a higher place than they once did in the intellectual, and political, and general social world. Their former position in the political world depended upon their power of intrigue for the most part, but now they are recognized and valuable advisers. It is not true, although it was said by one of themselves two years ago, with that half-defiant, half-exaggerating air which, unfortunately, the advocates of women's rights are wont to adopt, that "a man who lets it be known that he consults his wife endangers his own reputation for sense."

LUCID.—"Sir, said an old Scotch woman to her minister, "I dinna ken a part of your sermon yesterday." "Indeed! what was it?" "You said the Apostle used the figure of circumlocution, and I dinna ken what it means." "Is that all? It's very plain. The figure of circumlocution is merely a periphrastic mode of diction." "Oh? ah! is that all?" said the good woman, "what a puir fool I was not to understand that!"

THE LESSON OF LIFE.—A loving heart is the beginning of all knowledge. This it is that opens the whole mind, quickens every faculty of the intellect to do its fit work, that of *knowing;* and therefore, by sure consequence, of wisely *uttering* forth.

The courage we desire and prize is not the courage to die decently, but to live manfully. This, when by God's grace it has been given, lies deep in the soul; like genial heat, fosters all other virtues and gifts; without it they could not live.

CARLYLE.

REPENTANCE.—Little Ella is about four years old. One day she committed an act of disobedience, and her mother, in correcting her, spoke in no gentle tone of voice. The child threw her arms around her mother's neck, and exclaimed, "Dear mamma, pray forgive me! If I had known how spunky it would have made you, I would n't have done so."

LOCAL INTELLIGENCE.

CHICAGO.—*City Institute.*—At its last meeting, the Institute listened to a lecture from President Edwards, concerning which we clip the following from the *Chicago Tribune:*

"The regular monthly meeting of the Teachers' Institute of this city was held on Saturday forenoon in the Hall of the High School. Professor Richard Edwards, President of the Illinois State Normal University, delivered a very able and eloquent address on the subject 'The Teacher may be a Man'. He alluded to the caricatures which had been painted of school-teachers by nearly all poets and novelists, and denounced them as unjust and libelous. In pointed terms he referred to the achievements of educators in all ages, from the time in which Socrates flourished down to the present day, when Horace Mann rejected the highest political honors to continue his labors in connection with our common-school system. He denied that the imbecile 'Dominie Sampson' of Walter Scott, and the villainous 'Squeers' of Charles Dickens, were representatives of the class of educators in any age or country, but [affirmed] that they were creations of the imagination only. He closed his address with valuable advice to teachers, male and female, to labor earnestly in elevating their profession, and prove to the world that the caricatures which had been drawn by authors were wholly libelous."

The Board of Education have advertised for bids for the erection of new school-houses having capacity to accommodate, in the aggregate, about 3,000 pupils, and furnishing places for about 40 additional teachers.

The Committee on the study of the German language in the district schools have presented a report, from which the following extracts will be found of general interest.

"At a regular meeting of the Board of Education, held on the first day of August, 1865, it was resolved that instruction in the German language might be introduced as an experiment in the Washington School, as soon as at least sixty pupils would signify their willingness to participate in such a course of instruction."

"The members of the present Standing Committee on German have followed with great interest the progress of this trial, and we do not hesitate for a moment, now, at the approaching close of the school year, to pronounce the undertaking a perfect success.

"There are at present, at the Washington School, one hundred and fifteen children who take instruction in the German language, a large majority of whom are of American parentage, while only a small number are Germans, and a few belong to other nationalities. These statistics tend to show that the desire to study German, or to have an opportunity for such instruction in the public schools, prevails even more among the American portion of the community than among the German element of our city, who find instruction in their mother tongue in a multitude of private schools scattered all over the city. The several members of your committee had a great many applications from residents in different school-districts, who are desirous to have German introduced in their schools for the benefit of their children, and we must state that nearly every one of these applicants was an American, who seemed to feel the necessity of having his children instructed in more than one language, and to appreciate that the German language, by its richness and beauty, and by the treasures of its literature, and by its extensive use in this country, is peculiarly entitled to be placed in our public schools on the side of the English. We do not, therefore, apprehend that the introduction of German in the institutions of public instruction will tend to build up or strengthen a foreign element in our midst: on the contrary, your committee feels warranted to state that, so far, experience has proved that the introduction of German will bring the different nationalities nearer together.

"One objection raised against our experiment may find a passing notice here, namely, that the study of German might interfere with the other and main course of studies; and we are happy to state that the children who have spent part of their time in the study of the German language are not, on this account, behind in their other studies."

"We do not want to reiterate the many reasons which have been relied upon in former reports and in the discussions of this matter, and which tend to show the manifold benefits derived from the knowledge of different languages, or at least of one foreign language; we believe them to be obvious. Nor do we intend to enumerate the advantages which are resulting, especially in this city and neighborhood, from the knowledge of the German language. The people understand this, as they show by their expressed desire to have German extended into more schools; and we have no doubt that this board would be fully sustained if the German language were at once introduced in all the district schools."

Instruction in German is to be given in two more of the schools next year, and in such others as can furnish one hundred and fifty pupils desiring to study that language.

J. G. R. McElroy, Esq., for some years connected with a boys' school in Philadelphia, has been elected teacher of History and the English language in the High School, in place of E. C. Porter, resigned. W.

PEORIA.—At the meeting of the Board of School Inspectors held June 26th and 27th, Hon. Jacob Gale was unanimously elected Superintendent of Schools for the ensuing year. The salary, heretofore $1,000, was raised to $1,500, but Judge

Gale declined accepting more than $1,000 for his services. The salaries of teaching were fixed as follows, the board reserving the privilege of shortening the last term four weeks, and reducing the salaries proportionately: Principal of High School, $1,500; First Assistant, $1,200; Second Assistant, $650. Grammar-School Principals, $1,000; First Assistants, $400. Principals of Intermediate, from $425 to $500; Assistants, from $350 to $400. Primary Principals, from $375 to $500; Primary Assistants, from $350 to $400. Teachers in single rooms, from $375 to $450; New Assistants, $350; Single School, $375.

CRAWFORD COUNTY.—The schools in our county are in a very flourishing condition. We need a few more first-class teachers, but the demand, I think, will be fully met soon, as teachers are making an effort to qualify themselves. Our citizens are generally taking a great interest in the education of the youth of our county.

G. N. PARKER, County Superintendent.

NOTICES OF BOOKS, ETC.

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We commend the book to the attention of teachers as worthy their adoption.

W.

THE EXAMINER, OR TEACHER'S AID. Designed to assist candidates for Teachers' Certificates, in preparing for examination; also, pupils, in reviewing their studies; teachers, in examining their classes; and Normal Schools and Teachers' Institutes, in class and drill exercises. By Alexander Duncan, A. M. 144pp., 12mo. Cincinnati: Sargent, Wilson & Hinkle.

The main design of this work, as indicated above, is to furnish assistance to those who desire to become teachers, in preparing themselves to sustain successfully such examination as the law requires them to pass, before they can be legally authorized to teach. It embraces, in concise form and systematically arranged, questions upon Arithmetic, Grammar, Geography, Reading, and Orthography,—the branches upon which the law requires all candidates to be examined. The plan of the work is good, and it has been well carried out.

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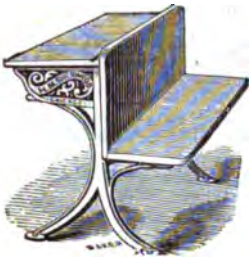
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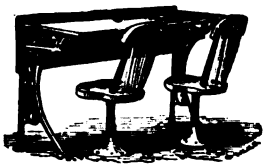
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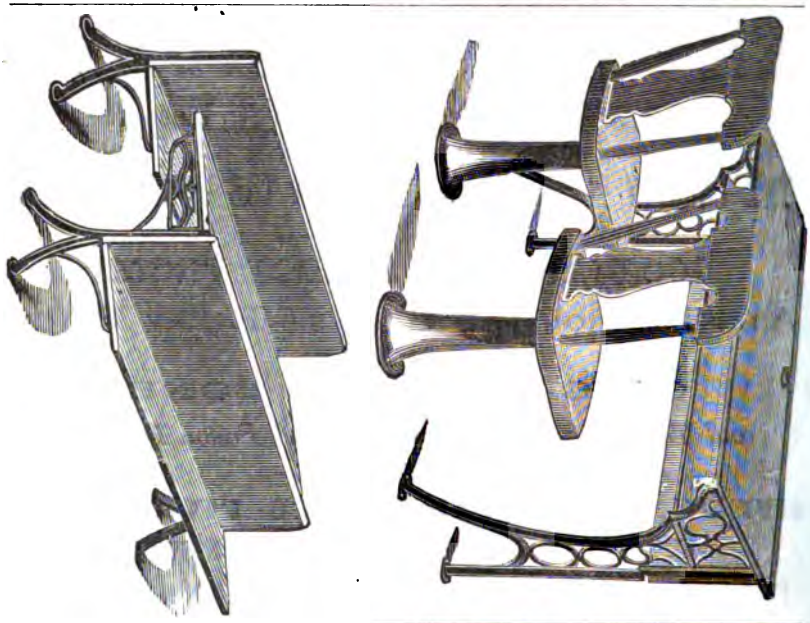
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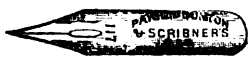
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Volume XII. AUGUST. Number 8.

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ILLINOIS TEACHER.

VOLUME XII. AUGUST, 1866. NUMBER 8.

PRESIDENTS OF THE ILLINOIS STATE TEACHERS' ASSOCIATION.*

W. H. POWELL.

W. H. POWELL was for some twelve years actively engaged in the cause of education in Illinois; was Secretary of the Convention in 1853 at which the State Teachers' Association was formed, and also of the previous Educational Convention held at Springfield in 1852. In the absence of the first President, Rev. W. Goodfellow, D.D., he presided at the first Annual Session of the State Association, and was elected President for the following year. In 1862 he retired from the educational field and engaged in other business.

CHARLES E. HOVEY.

CHARLES EDWARD HOVEY was born at Thetford, Vermont, 25th of April, 1827. He graduated at Dartmouth in 1852; was for two years principal of the High School at Framingham, Mass.; in 1854 removed to Peoria, Ill.; was active in organizing the public schools, principal of the High School, and Superintendent of the city schools until 1857; President of the State Association in 1856; editor of the *Illinois Teacher* in 1856 and 1857; and appointed first principal of the Normal University in June, 1857. This position he held until 1861, when he resigned to serve his country as an officer in her armies. For a fuller sketch of his life, and of his active educational labors in Illinois, see Barnard's *American Journal of Education*, vol. viii, p. 94.

* From Barnard's *American Journal of Education* for June [March], 1866.

J. V. N. STANDISH.

J. V. N. STANDISH was born in Woodstock, Vermont, on the 26th of February, 1825—a lineal descendant from Capt. Miles Standish, of Plymouth and Puritan fame. He was brought up in a rural district, with good common-school advantages, and better than common farmers'-boy fare and care from an intelligent, thoughtful and industrious father. His habits of punctuality, frugality, and industry, are due to that father's interest in his schooling and bringing-up, and his scholarship he acquired by diligently improving the teachings of such men as the late Professor James M. Massey, who taught the school of his district several winters, and Professor J. C. C. Hoskins, a graduate of Dartmouth, under whom he fitted for college at the academy at Lebanon, New Hampshire. He earned his way through Norwich University, where he graduated in 1847, by teaching district school a portion of each year. To Col. Truman B. Ranson, the President of the College, he feels greatly indebted, not only for his valuable class instruction but for his personal interest in his conduct and studies. To Professor James D. Butler and Professor Jackman he also acknowledges himself under many obligations.

Mr. Standish's experience in teaching is long, varied, and uniformly successful. Commencing with a common school in a district of his native town when he was fifteen years old, at eleven dollars a month, he kept on, rising in the scale of responsibility and wages, through a central, a select, an academic, a graded, and a high school, until the autumn of 1854, when he was elected Professor of Mathematics and Astronomy in Lombard University, at Galesburg, Illinois. In this position he has labored with great success for twelve years, and for three of those years he was acting President in the institution.

Outside of his own school-room and class-room, he has ever taken an active interest in the educational movements of his town, county, and state. He has taken part in the drill exercises of the Teachers' Institute of his own county, each season, and at one or more institutes in other counties. He is a regular attendant on the annual session of the State Teachers' Association, of which he was elected President in 1857, and occasionally contributes articles to the educational journals.

W. H. WELLS.

WILLIAM HARVEY WELLS was born in Tolland, Conn., February 27th, 1812. After teaching in the East-Hartford Academy, he was from 1837 to 1847 in the Teachers' Seminary of Rev. S. R. Hall, at Andover, Massachusetts, when he became principal of the Putnam Free School at Newburyport. In 1854 he was appointed principal of the Westfield State Normal School, and two years afterward Superintendent of Public Schools in Chicago, Illinois, from which position he retired in July, 1864. He was President of the Essex County Teachers' Association, and of the American Institute of Instruction, a founder and President of the Massachusetts State Teachers' Association, President of the National Teachers' Association, originator of the National Normal-School Association, and President of the Illinois State Teachers' Association in 1860. His *English Grammar* was published in 1846, his *Graded School* in 1862, and he was also an early editor of the *Massachusetts Teacher*. For an extended memoir see Barnard's *American Journal of Education*, vol. viii, p. 529.

WILLIAM M. BAKER.

WILLIAM MELVILLE BAKER was born in Phippsburg, Maine, July 4th, 1823, where he resided until twelve years of age, having the advantage of district schools for six months in the year, and admission to a good circulating library, from which he read promiscuously and omnivorously. His father then removed to the lumber regions of the state, where for four years he was without the privileges of school or society. After his return to civilized life and a brief attendance during two winters at public schools, he determined to prepare for college, though with no resources but such as lay within himself. He fitted at Belfast Academy, entered Waterville College in 1843, where he remained one year, graduating at Bowdoin College in 1847. He was then, for a year or more, member of the Bangor Theological Seminary, which he left to take charge of Hampden Academy. He had previously taught school many terms, during the winters and some times during the autumn. In 1849 he took charge of Bridgton Academy for four years, and then of Lewiston Academy for a year, when he accepted the principalship of the Putnam Free School at Newburyport, Massachusetts, as successor to William H. Wells. He was here for three years, when, leaving the school with a larger number of pupils

than had ever before attended it, he removed to Quincy, Illinois, in 1857, and there established a private seminary for both sexes.

Mr. Baker, while at Newburyport, had been actively interested in the proceedings of the Essex County Association, and at Quincy saw the need of similar means to excite an interest in public education. The teachers were called together, a County Association formed, of which he was President for two years, and Institutes were held, with good results. In 1861 he was elected President of the State Teachers' Association. In the following year he entered service in the field as chaplain until December, 1864, when he resigned and received the position of Deputy Superintendent of Public Instruction, which he held until October, 1865, when he became principal of the Springfield High School.

NEWTON BATEMAN.

NEWTON BATEMAN was born near Fairton, Cumberland Co., New Jersey, July 27th, 1822, and removed to Jacksonville, Illinois, in 1833. His father was in very indigent circumstances, and he grew up accustomed to poverty, and trained to hard manual labor. Up to the age of sixteen he had gained but the rudiments of an English education, obtained in three or four terms at very *common* schools. In the fall of 1835 he attended the anniversary exercises of Illinois College, and there the desire was awakened and the resolution formed to go out from the same walls a graduate. Yet, for four years, though the hope and the determination grew, the absolute necessity for other labor prevented an attempt at their fulfillment. In July, 1839, his *time* was unexpectedly given to him and the privilege of struggling single-handed for the attainment of that which he so much desired. Within an hour, arrangements were made for study and recitation under Professor Truman M. Post, of Illinois College, and the work was begun. Though at the time wholly ignorant of Latin and Greek, yet in less than four months he was able to pass a full examination and entered the Freshman class. Contracting his expenses within the narrowest limits, and earning the necessary means by such labor as offered itself, in the latter years of the course by teaching the lower classes, he graduated in June, 1843, and immediately made preparations to enter Lane Theological Seminary. Accepting an agency, he traveled for some weeks on foot through Southern Indiana and Ohio, and with the means thus acquired entered the Seminary in September; but in the

following spring, worn down by protracted study, he left for the East in the pursuit of health and employment by which to enable himself to resume attendance at the Seminary. To his connection with the faculties of these institutions, and especially to Professor Post and Dr. Lyman Beecher, does Mr. Bateman attribute whatever literary taste and enthusiasm for literary pursuits he may have shown, and his exertion and ambition to devote his powers to high views and worthy ends.

The determination to engage in educational pursuits was chiefly induced by the experiences of the following eighteen months, which were spent in an agency which brought him into communication and constant association with the educational institutions and teachers of nearly every state and principal city in the Union. In 1845 he returned to the West and opened a private school in St. Louis, in which the number of scholars increased from five to over a hundred during the first year. In October, 1847, he entered upon the duties of Professor of Mathematics in St. Charles College, Missouri, where he remained until 1851, when reasons of a personal and domestic character induced his return to Jacksonville. He was immediately tendered the principalship of the Public Free School, then just established, several years in advance of the first free-school law, and entered upon the work of organization and classification, overcoming objections and obstacles, and making a reputation for the institution both at home and abroad. Taking upon himself the personal charge of the High-School Department, he fitted over a hundred students for college during his principalship, and as many more became teachers. In 1858 he resigned his position and was appointed principal of the Jacksonville Female Academy; but, after the performance of much preliminary work, and while the prospect of a field of great interest and usefulness opened itself before him, he resigned (December, 1858) to prepare for the duties of the State Superintendency, to which he had been elected in the previous November. While in Jacksonville he was twice elected County Superintendent of Schools, holding the office for four years in succession, examining in that time several hundred teachers for the common schools. In December, 1854, he assisted in the organization of the Illinois State Teachers' Association; he was one of the committee that originated the *Illinois Teacher*, and was one of the first board of editors of that journal, and also afterward principal editor in 1858, laboring at the same time eight hours a day in the school-room. At the next session he read by appointment a report upon *School Government*, and was elected Corresponding Secretary, and

member of the Executive Committee. He was also nominated as the Teachers' candidate for the office of State Superintendent, which nomination was indorsed by the State Republican Convention, but was declined. In 1856 he was appointed State Agent in the service of the Association. All this preliminary labor in the school-room, in connection with both private and public schools; in the field as superintendent and examiner; and in association with the teachers of the state, was admirably fitting him for the new and more important position in which he was now placed, and to which he was reëlected in 1860 and again in 1864. In January, 1863, he was also appointed by the Governor and Senate member of the State Board of Education for six years. In connection with the State Superintendency he has issued two official reports, and a digest of the school-laws of the state, with official and judicial decisions, while his official circulars, to school officers and others, would form a volume of three or four hundred pages, and have contributed more than any other agency to a better understanding of the school-laws and -systems.

Mr. Bateman has attended and participated in most of the sessions of the State Association, of which he was elected President in 1862, and has delivered addresses on educational subjects in about half of the counties of the state, and by invitation before associations in several of the neighboring states. He has contributed more or less to every volume of the *Illinois Teacher* since its commencement, and for more than twenty years frequent communications from his pen upon educational subjects have appeared in various periodicals, reviews, and newspapers. He has spared himself in no manner and at no time; labor has been his law, and the results commend the workman.

RICHARD EDWARDS, A.M.

RICHARD EDWARDS was born in Cardiganshire, South-Wales, on the 23d of December, 1822. His father was a mason in narrow circumstances, and removed to this country ten years afterward and settled in Northern Ohio. Here, until he attained his majority, his time was spent in labor upon the farm and as a house-carpenter, except the short time spent in the ordinary common schools of the neighborhood. The few books, however, to which he had access, including the Bible, were faithfully read and studied. In the winter of 1843–4 he taught his first school, near Ravenna, Ohio, for eleven dollars a month and

'board round'—wages which he afterward thought more than an equivalent. Hearing of Normal Schools in Massachusetts, and furnished with a letter of introduction to Rev. Samuel J. May, then of Lexington, Massachusetts, he set out with little other outfit, and traveling by stage and canal, and perhaps on foot, he finally completed the journey, that he might enjoy the advantages of such an institution. Kindly received by Mr. May, but destitute of means, he, through his recommendation, obtained a school in Hingham for the winter, and spent the spring and early summer at his trade as a carpenter. In the following August, 1845, he entered the Normal School at Bridgewater, then conducted by Nicholas Tillinghast, and here he obtained his first ideas of what a teacher should be and do. He completed the prescribed year of study, spending the winter again at Hingham, and teaching the following winter in Waltham, where he made the acquaintance of Rev. Thomas Hill, now President of Harvard College, whose active friendship has since been of essential service on more than one occasion.

Mr. Edwards then spent a year in the Rensselaer Polytechnic Institute at Troy, New York, employed during the last six months as 'Repeater', or pupil-teacher. After a short service, in the spring of 1848, as civil engineer in a subordinate capacity upon the Boston Water-works, he was engaged by Mr. Tillinghast as assistant in the Normal School, also aided by Dana P. Colburn, afterward principal of the Rhode-Island Normal School. Here he spent five years of laborious, ill-paid, but most profitable service,—the chief oversight of the school, owing to the failing health of the principal, often devolving upon him, while, in addition to his duties in the school, much aid was rendered by him in the State Institutes, then under the management of Dr. Barnas Sears, Secretary of the Board of Education. At Bridgewater, Mr. Edwards added much to the efficiency of the school, and devised and arranged almost wholly the methods of teaching geography, for which that school has been distinguished. In January, 1853, he resigned, to take charge of the Bowditch English High School for Boys in Salem, from which he was called the following autumn to act as State Agent in visiting schools, advising teachers and school officers, addressing public meetings, instructing in teachers' institutes, etc. In September, 1854, he received charge of the State Normal School newly established at Salem, and in the three years in which he was here engaged was developed, in its main features, that system of professional drill which he has since so successfully followed.

In October, 1857, Mr. Edwards removed to St. Louis, to organize and take charge of the City Normal School, designed for preparing teachers, principally females, for the public schools of the city. The misappropriation of the school-fund by the rebel authorities in 1861 seriously crippled the schools, though the Normal School was still maintained, in conjunction with the City High School, both institutions being placed in charge of Mr. Edwards. In the spring of 1862 he resigned his position here, much against the wish of his employers, and accepted a position in the State Normal University of Illinois, of which he was appointed principal in the following June. He is here still engaged (1865), having as principal the almost entire charge of the strictly professional instruction, besides the general oversight of the institution and the early instruction of the junior classes in reading. He is also called upon to do much outside labor in attending institutes, delivering public addresses upon education, etc. In 1863 he was elected President of the State Teachers' Association, and in the following year was principal editor of the *Illinois Teacher*, and he is also at present engaged in the preparation of a series of School Readers. Under his care the University is steadily increasing in reputation and numbers, and the field before him is one in which his singleness of purpose and unflagging enthusiasm can work the richest results to the state and the whole cause of education. In 1863 Mr. Edwards received from Harvard College the honorary degree of Master of Arts.

A WHISPER.

THERE was never a day so sad and long
But it wore at length to even-song;
There was never a life so full of grief
But death came at last to its relief.

There was never a soul so wholly sad
But it found some moment to be glad;
There was never a heart so full of care
But it had one hope to cheat despair.

There was never a winter dark and drear
But changed to spring in the early year;
There was never a summer, welladay!
But it sloped through autumn to decay.

AN ADDRESS

DELIVERED BEFORE THE ALUMNI OF THE ILLINOIS NORMAL UNIVERSITY, JUNE 28, 1866.

BY E. A. GASTMAN.

Six years ago the Normal University sent out its first class of graduates. What years these have been! The history of the world has seen none greater or grander. Human rights have never taken such strides onward and upward. Humanity has been waxing stronger and nobler through all these years of blood and sorrow. Men have died by thousands, not, as of old, to place wreaths upon the conqueror's brow, but for the vindication of the eternal rights of mankind. The God of battles has been carrying forward the unchanging principles of his government. The down-trodden, although their skins be black, have received their long-denied rights: for the first time in the history of our government can it be said, practically as well as theoretically, that *all men* are entitled to life, liberty, and the pursuit of happiness.

When we have met together during past years, our hearts have been saddened by the thought that many of our number were engaged in giving lessons which were never included in our course of study in this institution. At our first meeting they were thundering at the gates of Vicksburg. One of the number had already been promoted from the army below to that celestial army above, composed of the saints of God. Amid the fire and smoke and leaden hail of Donelson, the noble Howell sealed his patriotism with his life. Year after year, as we met in these annual convocations, many seats were vacant because war was in the land. Even now one of our number is still absent. When the news came on that April day that Sumter had fallen, Harper was among the first to enroll his name with the Union's defenders: he is yet striving to maintain her honor.

For the past three years the Alumni of this institution have met for the purpose of hearing the experiences of each other. But these meetings have always been short and hurried. After listening to three or four hours of speech-making, most of us were too tired and hungry to feel much interest in alumni associations. All felt that we ought to maintain an organization of some kind. The work before us required our best efforts, our united efforts. How this could best be secured has ever been the returning question at these meetings. At the last annual meeting it was resolved to take a step in a new direction,— the object being to secure greater interest on the part of all in this association. As I look around me to-day, I incline to the opinion that we are now on the right track. It may be well to consider, for a moment, some of the advantages that are to be expected from an association like ours. In the first place, it will keep alive the feelings of kindness and friendship which our intercourse as classmates developed. When we go out into the world and take our places as teachers, we gradually forget our old friends; new associations and new labors bring us in contact with a new class of persons, and new friendships are formed. Is it not well, then, to meet once in each year and talk over the old scenes, and renew the friendships of other years?

Again, we ought to advance, by all legitimate influences, the educational pros-

perity of Illinois. She has *a right* to expect that we will be found in the foremost ranks of her educators. Having spent her money lavishly in our education, it would be base ingratitude on our part if we fail to give to her schools our best efforts. This being true, the question arises, How can we wield the greatest influence? Certainly, we can not expect to accomplish as much in any other way as by organized effort. President Edwards, in writing to me the other day, used the following language: "Allow me to congratulate the Alumni on the formation of their Association and its continued prosperity. I regard the plan of such an organization as a highly-useful and appropriate one. If the Alumni of the University are to exercise any positive influence upon the educational interests of our state (and such an influence they certainly ought to exert), it must, in part at least, be through such an organization. At all events, the organization must be a powerful auxiliary in promoting so desirable an end."

It may stimulate us to greater exertions to view, for a moment, the field around us. This nation, during the past years of war and slaughter, has atoned at a terrible cost for the crime of not educating her children. It is *our* duty to see to it that such a crime is not committed against the Union by loyal Illinois. Her sons and daughters must not grow up in ignorance. We must leave no chance for the demagogue to work. But do you say that our task is a light one? That the school-house now stands on every part of her extended territories? that ten regiments of school-teachers are already at work within her borders? that she to-day has one of the best and most liberal school-systems in the country? Let us look a little more carefully, lest we find ourselves befogged by 'glittering generalities'. Our indefatigable Superintendent of Public Instruction, in his report for 1859—'60, furnishes us with the following items of information: "There are four thousand and six hundred school-houses in Illinois in small uninclosed lots and destitute of out-houses; one thousand and eighty-four totally unfit for school purposes. The statistics also reveal the fact that there are in the state, at the present time, one thousand four hundred and forty-seven log school-houses, and more than seven thousand containing only one room." He remarks, "That there is a vast work to be done need not be further argued. To the performance of that work in the best and most practical manner we are urged by the gravest considerations,—the health, comfort, and the intellectual and moral education of the children."

I *hope* the facts have materially changed since that report was written. But have they? Is not the school-house still placed in the cheapest corner of the district, and built and furnished in the cheapest possible manner? People lavish money in building beautiful court-houses and jails, but are extremely economical when erecting temples for the education of their children. Scattered all over our state may yet be seen school-rooms and school-grounds that are a disgrace to the age in which we live. True, the days when split logs served for benches, and boards upon two pins in the side of the house for desks, are well-nigh past; but box desks, with the little innocents suspended by the necks and vainly grappling for the floor with their toes, are rather the rule than the exception.

But, you are ready to exclaim, if people *are* careless and indifferent about their school-houses, they will certainly be particular about the qualifications of their teachers. Well, listen to the evidence on this point. Superintendent Richmond, of DuPage county, gives the following interesting and pertinent answer: "The whole

nnmber of applicants for certificates at the public examinations held during the month of March was sixty. Of these, eighteen received certificates of the Second Grade, and three of the First." "These examinations were conducted according to the spirit of the law, and in conformity with the instructions of the State Superintendent." He complains that he is often urged to license poor teachers for 'small' or 'backward' schools: in other words, there is a good demand even in Northern Illinois for *cheap* teachers. How must it be down in Egypt?

If these things be true — and I have only time to simply suggest a few facts out of the great number that exist on every hand,— is there not room enough for us to work? These things should not be so. We must, as educators sent out by the state, do our part to correct these evils. Our work is not done when we have taken our classes through the text-book; there is something nobler and better, if possible, to be sought for. We should not rest satisfied until our schools are brought up to the highest standard of excellence.

In conclusion, let us look, for a moment, at the reward which is offered us for all this labor, for we are commanded to have 'respect unto the recompense of reward.' I can not offer you gold, or silver, or greenbacks. If you covet these things, you are in the wrong profession. Wealth is not one of the rewards offered to us; but we are offered rewards of another kind. What these are I can not state in so good language as they were given by President Edwards to the graduating class last year. He said,—

"And will you further allow me to trespass for a moment upon your time and patience, by urging upon you the necessity of a higher estimate of your profession. I know it is very fashionable to look upon teaching with a kind of mild and patronizing contempt, as an employment necessary to the progress of society, and on that account to be tolerated, but as a business by no means fit for a gentleman. But, let me assure you, this is a remnant of the old, unnatural attempt to make the gentleman more honorable than the man; to exalt the artificial distinctions of man's invention into greater importance than the eternal and essential ones established by the Almighty; to make the creature of the tailor, or the unworthy son of noble sires, an object of more dignity than *the man* endowed with his noble attributes from on high. These notions are the dismal phantoms of a dark past: in the sunlight of the nineteenth century they have no place. Like the bats and owls of a departed twilight, let them be driven away into dens and caves, where only they can be nourished by their own congenial darkness.

"Believe, then, in your work, fully and unequivocally. It will give you honor among men, and secure you comparative ease; it will relieve you of the anxieties that disturb all kinds of traffic; it will secure to you, if its duties are properly performed, the never-dying gratitude of those who shall be favored by your instruction; it will bring you, day by day, to the contemplation of the human mind and its laws, and of the means of influencing and improving it; it will keep you in the continual presence of the great idea of duty and of your responsibility to God; and lastly, it will enable you to solve the problem of life more successfully than almost any other occupation. Think, for a moment, of the schoolmaster's temptations, and compare them with those of almost any other pursuit in life. How few in number; and how these are, as it were, offset by the inconvenience and difficulties of his way,— barriers that stand between him and transgression. The merchant is tempted to misrepresent the quality of his goods, and to give

short weight and measure to purchasers, to evade revenue-laws and customs; and the public sentiment allows some laxity on his part in regard to all these things. The lawyer may prefer fees to principle, may defend crime for a reward, may engage in political schemes of doubtful morality; and yet he is counted no worse as a lawyer, on the whole, for all that. But the teacher is assailed by few of these temptations; and a healthy public sentiment so hedges him in, demands a life so correct in his case, tolerates so few delinquencies, that he is kept almost perforce in the path of rectitude. How vigorously does an intelligent community visit upon him the severest penalties for slips that in men of other professions would be regarded as only venial sins! How even the slightest suspicion breathed against a teacher overturns the discipline of his school, and utterly destroys his influence. The pedagogue enjoys but slender opportunities for wickedness. Usually he is compelled, whatever his inclinations may be, to touch not, taste not, handle not, the unclean thing. Thanks be to God for an occupation with so many incentives to purity!

"Let no one, then, feel that in becoming a teacher he is shutting himself out from the means of highest success in life. Regard, for one moment, the prospects before a young man in some of the different occupations. The merchant, with his fortune to make, looks forward to a life not only of drudgery, but of unsleeping anxiety,—a life in which his mind is perpetually harassed by ever-varying and conflicting calls upon it, in which the undefinable but fearful dread of failure for ever haunts the soul, and hangs like an incubus upon its energies. And we are told that in more than ninety cases out of a hundred, in our great cities, the dread becomes a reality, the hopes of a life of labor are blasted, the ignis fatuus, the delusive hope of a fortune, eludes the eager grasp of the poor toiling slave, and life ends in the blankest disappointment.

"I repeat, then, let no man, and especially no woman, fail to appreciate the excellence and dignity of the teacher's profession. Let no teacher sigh for a different field of labor. His office is all worthy. Its duties are ennobling; its responsibilities of the gravest. Magnify it, ye who are entering it for life. Think highly of it. View it from the nobler stand-point. Think of it as connected, not with the petty vexations of the school-room, but with the unspeakable value of the human mind, which it is to be your privilege to educate and unfold.

"Our noble state has already in past years exhibited no trifling interest in the question of educating her children. She has established free schools throughout her length and breadth, open alike to rich and poor, the fountains of the future intelligence and prosperity of her free people. She has furnished, at no slight cost to herself, all the instrumentalities necessary to supervise these schools and make them efficient. She has established this institution in order that her ten thousand schools may not fall under the control of ignorant, ill-qualified, unthinking, unprincipled place-hunters. And in the years to come she will do vastly more. The people will examine with a keener discrimination than ever into the character and qualifications of their children's teachers. There will be a sifting such as we have not known in times past. Well-qualified earnest men and women will be employed and honored; ignorant and lazy ones will be driven into other pursuits. High and graded schools will spring up in every quarter. The compensation and importance of good teachers will be vastly enhanced. To every faithful laborer in this glorious field she will extend her hand in token of approval and encouragement, and say 'Come up hither into a higher place'."

TEACHING GRAMMAR BY EXAMPLE.

A FEW months since I visited, for the first time, one of the primary schools under my official charge. I noticed that the teacher, although in many respects well fitted for her place, was exceedingly incorrect in her use of English. Having endured, with such patience as I could, one or two exercises in which this defect was painfully prominent on the part of the teacher, I thought best to give some hints upon the subject. Without any direct allusion to the blunders made, I told her that I expected the teachers of the primary schools to do more by example than by text-book, and to make the formation of good habits of the first importance. Among other things, I spoke of the importance of breaking up, as early as possible, the vicious habits of pronunciation, and the use of incorrect phrases. The teacher assured me with great volubility that she *done* her best to *learn* them to talk properly. Many of them had picked up *all sorts* of Sucker phrases (she was of Yankee birth), but she was trying to break them up. Here she told James to *set* up, and Susan to be sure and *git* a good lesson. She went on to inquire whether there would be any change in the time of *taking up* school, and whether she should keep her school records *'like I have been doing'*. She informed me that *yesterday was a week* her stove smoked so badly that she dismissed school. She tried to *git to see* the janitor, but could not find him. She said there *had ought* to be a new stove at once. A little urchin, having just received an accidental push from a passing neighbor, clamorously appealed for justice, but, after due investigation, was informed that Johnny *did n't go to do it.*

This is not purely a fancy sketch. I can not certify to the connection of the phrases used, but I can affirm that all these and more were used, and are used by many of our teachers, daily, hourly, in school and out of school; used before children, the most imitative of human beings: Yankee phrases and Sucker phrases,—either bad enough, but conjointly detestable. Some of these teachers know better, but are too careless to do better. Some of them are very excellent teachers after the very poor style of some localities. Some of them *teach Grammar!* —the art of 'speaking correctly'. I once heard a down-east schoolmaster tell his grammar-class "I never hearn tell of such an idee." My *idee*, which many of our teachers ought to make practical, is to teach grammar more by practice and less by text-book. At whatever

cost of painstaking, every conscientious teacher will break up, in himself, every bad habit which will hinder his highest success. And to accomplish this, pains must be taken out of the school-room as well as in. Vulgarisms have no place in the conversation of any one who is anxious to become a correct speaker, or to make others so.

SUPERINTENDENT.

QUALIFICATIONS FOR TEACHING.

It is often said that two things are requisite for success in teaching —a proper understanding of the subjects to be taught, and aptness to teach. This is very true; but each of these items needs to be particularly examined to get an adequate idea of their scope and meaning.

What is the knowledge, then, let us first inquire, which is essential to good teaching?

One may know a great deal *about* a subject—that is, may know many facts and theories,—and yet, when he is brought to a discussion in simple language of the fundamental principles, he may show that his knowledge is, after all, superficial. On the other hand, one's knowledge may be limited in material, and yet, so far as it goes, it may be thorough: he may have clear ideas of fundamental facts and principles. For example, one may not have received into his mind one-tenth part of what is contained in a full text-book on chemistry, and yet he may have incorporated into his mind vastly more of the science than another who has attempted to learn the whole of this text-book, and has supposed that he has done so because he has memorized it. So, also, one may know all the rules of grammar and the applications of them, and yet may actually know less of the philosophy of language, and may converse less grammatically, than another who knows nothing of the grammarian's rules and technicalities. Indeed, one may be very learned on a subject, and yet he may know little of the principles which lie at its foundation, although, when properly developed and illustrated, they are generally found to be very simple.

It is this fundamental knowledge that tells on the capability of a teacher, in whatever grade of teaching he may be engaged. It is also the introduction of such knowledge into the mind of the pupil that wakes it up into an activity which is never engendered by the learning of mixtures of dry technicalities and isolated facts, so common in the

prevalent modes of education. And this activity is attended by a consciousness of power which is really exhilarating to the mind of the pupil, and he is so spurred on that he feels that he is taking long leaps in the pathway of knowledge. Such, I recollect, was the experience of an American sculptor, Bartholomew, on receiving instruction from the great Swedish sculptor Thorwaldsen. And many have had, to a greater or less extent, a similar experience, on coming under the teaching of those who know how to lay in the mind the foundations of knowledge. It is one of the most vivid of my youthful recollections that, in preparation for college, I learned more of one such teacher in a few weeks than I did in two whole years of another, whose teaching was abundant, but superficial.

Beginning thus with fundamental principles, the teacher can follow out their application. Of course, this must be done to a wider extent in the higher grades of instruction than in the lower; but in both essentially the same knowledge of principles is requisite for good teaching.

In thus working from the foundation the teacher can see the broad scope of a principle or general fact. In natural science it should be his aim, especially with the beginner, to illustrate principles largely from familiar phenomena, so as to cultivate the observing powers. Analogies, also, which are peculiarly attractive to the young, should be traced out. In this way the interest which naturally belongs to a subject will be developed, and we shall have living teaching, in distinction from the dry, dead teaching which spends itself in formal propositions and uninteresting technicalities.

All this implies thinking in the teacher over and beyond what is found in text-books. Something more than a mere apprehension of what is taught in them is requisite. There must be a real incorporation of truth into the mind. The teacher must not only 'read and mark', but also 'inwardly digest', and then he will induce a corresponding digestion and growth in the minds of his pupils.

In this way the teacher is able to impress his own mind upon the minds of the scholars,—an ability which is one of the best qualifications for teaching. A sort of mental enthusiasm is an essential element of this, and perhaps we may say that the very attainment of such knowledge is proof of the existence of this enthusiasm. And yet some qualities of heart are necessary for the full effect; there must be pleasure in communicating truth to another mind, which implies benevolence.

Aptness to teach, about which so much is said, and often rather in-

definitely, is obviously a compound qualification. What I have already noticed is necessary to this. But besides, there is needed a proper understanding of the aptitude and the capabilities of the minds of pupils. And just here there is very commonly failure in teachers. They are continually presuming that what is taught is fully understood, when proper tests would reveal the fact that much of it is not understood at all, and that some of it is most grossly misapprehended. Especially is this true of the youngest pupils. Indeed, the higher the grade of pupils, the less effort of mind does it require to adapt the instruction to them. In visiting a school in one of our cities where there was a large range of grades—in the upper rooms the instruction belonging to a high school being pursued, and in the lower the very beginnings of primary teaching,—I was struck with the fact that the efficiency and appropriateness of the instruction, which were excellent in the upper rooms, were quite regularly impaired as I went down in the grades, and in the very lowest room the instruction was entirely inappropriate. In this room were gathered about fifty children, who were reciting about certain words written on a blackboard, such as *bad, pen, men.* They all spelled the word together, and then offered what purported to be a definition. After spelling the word *pen*, the teacher asked What is *pen?* To this a bright little girl replied at once *A thing to write with*, which I thought to be a good definition; but it did not suit the teacher, and they were all made to say *a writing-instrument*,—an answer that better comported with the formality and technicality which so generally prevail in the school-room. So the definition for men was *human beings.* In a little question-talk which I had with this school, I said to them "You say that men are human beings: now I want to know if you are human beings?" The whole fifty said *No*, with such fullness of voice as indicated that they were certain that they were right.

The power of adaptation is needed not only in regard to different grades of mind, but also in reference to individual peculiarities. Many a mind of real ability has had its powers repressed from failure in the teacher to detect its characteristic qualities. It is difficult, I know, in the established routine of our public schools, to become acquainted with the mental character of the several pupils in large classes, in the short periods allotted for recitations; but it is not impossible with one who is alive to the importance of this knowledge in educing mental power, which should be the great object of education. And to accomplish this, occasional setting-aside of this routine would not be amiss.

It results from what I have said that one quite essential qualification of the teacher is a due sense of the importance of making the pupil understand what he learns. A very serious disqualification in many teachers, of real talent in teaching, is the notion that it is well to store the memory with much that can not be understood at present, because, retained in the memory, it will be understood at a future time. *Most* (observe that I do not say all) *that is committed to memory should be understood at the time;* and the teacher who holds the opposite idea mars decidedly his ability to teach.

Another essential qualification of the teacher is a sense of his liability to presume too much on the capabilities of his pupils. Such a sense will lead him to apply every now and then proper tests to their supposed knowledge.

Another qualification still is a sense of his liability to underrate the capacities of his pupils, especially in relation to their understanding of principles. *Why is this, and how is this,* are questions continually put by children, and a proper explanation will generally be intelligently appreciated. Children are better philosophers than they are commonly supposed to be.

To carry out fully the ideas of this paper, there needs to be a very considerable reform both in the modes of the school-room and in a large proportion of the text-books. Without this it is up-hill work to teach on correct principles. To do it the teacher must stem currents, and run the risk even of displacement. A teacher of high reputation said to me after hearing a lecture delivered a dozen years ago,—"You are right; but if I should teach on those principles, I should lose my place in less than six months." A female teacher, who felt sorely the trammels of established routine, once said to me, "I am in doubt as to my duty. If I teach my scholars geography in one way, they will make a good show of knowledge when the Superintendent visits my room; but if I teach them in another way, they will make a poorer show, but know a great deal more about it."

Massachusetts Teacher.

We are some times, though unreasonably of course, almost sickened with education and its effects, from the number of minds which it produces that can learn, arrange, comprehend and remember every thing, but can neither feel nor originate. Boyes's Life and Books.

MATHEMATICAL DEPARTMENT.

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DECIMAL FRACTIONS (*Continued*).—To ascertain the factors by which common fractions can be reduced to their lowest terms is a question of more importance than the mere reduction of decimals. The rules commonly given for factoring numbers are not sufficient for the purpose, and hence the question "How do we find the greatest common factors of two numbers?" The usual method will not answer in every case. Some times the period of an infinite decimal has so many places that its reduction is very difficult; some times, if the fraction is already in its lowest terms, they are so large prime numbers that the expression is exceedingly awkward. For practical calculation, it is important that the fraction be expressed in the least terms possible.

If it is not necessary to preserve the value with minute exactness, a fraction may be brought to lower terms by slightly changing the numerator or denominator. For instance, changing the numerator of $\frac{513}{5854}$ to 514, the fraction may be reduced to $\frac{1}{11}$; making 474 of 475 in $\frac{158}{475}$, it becomes $\frac{1}{3}$; change $\frac{263}{1840}$ to $\frac{263}{1841}$, and it becomes $\frac{1}{7}$, etc. In such cases the necessary alteration must be found by inspection. This method can not be considered of universal application, because it is a mere trial. Is there any other mode of simplifying fractions by introducing approximate values? In answering this question we are led to speak of Chain Fractions.

The usual rule for the reduction of fractions is based upon the principle that dividing both terms of a fraction by the same number does not alter its value. Another mode of procedure, when the terms, without being prime numbers, are prime to each other, is to divide both by a factor of one or the other, rejecting the remainder and taking the new fraction as the approximate result. Thus, dividing the terms of $\frac{147}{345}$ by 7, we have $\frac{21}{49\frac{5}{7}}=\frac{21}{49}=\frac{3}{7}$. So $\frac{36}{651}=\frac{36}{65\frac{1}{10}}=\frac{36}{65}=\frac{4}{7\frac{2}{5}}=\frac{4}{7}$; $\frac{1082}{1800}=\frac{1081}{160}=\frac{108}{160}=\frac{27}{40}$. In some instances the numerator can be taken for the divisor. By this method $\frac{113}{1472}=\frac{1}{13+\frac{3}{113}}$ Rejecting the fraction in the denominator, we obtain $\frac{1}{13}$. But, since the denominator 13 is less than the real denominator $13+\frac{3}{113}$, the

fraction $\frac{1}{13}$ is > than $\frac{1}{13+\frac{3}{113}}$, according to the rule, the smaller the denominator, the numerator remaining the same, the greater the value of the fraction. If, in stead of rejecting the fraction $\frac{3}{113}$, we continue the operation, we obtain $\frac{113}{1472}=\frac{1}{13+\frac{3}{113}}=\frac{1}{13+\frac{1}{37+\frac{2}{3}}}$; omitting the fraction $\frac{2}{3}$, we find $\frac{113}{1472}=\frac{1}{13+\frac{1}{37}}$; the denominator $14+\frac{1}{37}=\frac{482}{37}$, hence $\frac{1}{13+\frac{1}{37}}=\frac{1}{\frac{482}{37}}=\frac{37}{482}$; now, since $37<37+\frac{2}{3}$, $\frac{1}{37}>\frac{1}{37+\frac{2}{3}}$; therefore, $13+\frac{1}{37}>13+\frac{1}{37+\frac{2}{3}}$, and consequently $\frac{1}{13+\frac{1}{37}}<\frac{1}{13+\frac{1}{37+\frac{2}{3}}}$, or, $\frac{37}{482}<\frac{113}{1472}$.

The approximate values of $\frac{113}{1472}$, then, are $\frac{1}{13}$ and $\frac{37}{482}$, the first value being a little greater, the second a little less, than the original fraction; but the difference between either of these and $\frac{113}{1472}$ can not be as great as $\frac{1}{6766}$. By continuing the process, the next approximate value will be found $\frac{38}{495}$. One or two more examples will make clear the operation and show the value of this method of finding the approximate values of fractions.

$\frac{355}{1132}=\frac{1}{2+\frac{226}{355}}$, or, $\frac{1}{2}>\frac{355}{1132}$; $\frac{355}{1132}=\frac{1}{2+\frac{1}{1+\frac{88}{263}}}=\frac{1}{2+\frac{1}{1}}=\frac{1}{3}<\frac{355}{1132}$; $\frac{355}{1132}=$

$=\frac{1}{2+\frac{1}{1+\frac{1}{2+\frac{87}{88}}}}=\frac{1}{2+\frac{1}{1+\frac{1}{2}}}=\frac{3}{8}>\frac{355}{1132}$; $\frac{355}{1132}=\frac{1}{2+\frac{1}{1+\frac{1}{2+\frac{1}{1+\frac{1}{87}}}}}=\frac{1}{2+\frac{1}{1+\frac{1}{2+\frac{1}{1}}}}=$

$=\frac{4}{11}<\frac{355}{1132}$. The operation can be continued no farther, since the numerator of the last fraction is 1.

Examining more particularly the approximate values of a fraction found thus, we find—(1) The values of the approximate fractions are by turns greater and less than the value of the given fraction. (2) The difference between the approximate and real values becomes less as the operation is continued. (3) In the same degree as the approximate values increase in minuteness, the simplicity of their expression decreases.

Problems.—1. Find the approximate values of the fraction $\frac{5739}{8957}$, and state what difference between each and the given fraction can not be exceeded. Give a rule for finding easily the limits of these differences.

2. The periphery of a circle is to its diameter as 3.1415926535 . . is to 1. By what smaller numbers can we express approximately this ratio?

J. TROLL.

NEW ATHENS, ST. CLAIR CO., ILL.

EDITOR'S DEPARTMENT.

EDITOR'S CHAIR.

COMMENCEMENT AT HARVARD.—It was our privilege and pleasure to be present at the public exercises attending the recent sending-forth of one hundred young men from the classic walls of this venerable mother of learning. With the mercury high up among the nineties, these devoted youths wore the time-honored (and hence on no account to be rejected) 'customary suit of solemn black', and *perspired* through the day with a fortitude worthy of a better cause. The recipients of the honor of a Commencement part, attired in the surplices borrowed from the accommodating clergy of Boston and vicinity, and wearing in procession the ridiculous Oxford hat, struggled through their performances, doubtless to the infinite satisfaction of admiring mothers, sisters and sweethearts in the pews of the church. Even at the risk of being charged with an unfilial spirit toward our Alma Mater, we must be permitted in candor to state that the amount of ability and culture evinced by these her youngest sons did not appear to us great. There seemed little or no individuality of thought and expression. It was one dead level of polished feebleness and monotony, *grievous to be borne*,—yea, *inexpressibly tedious*. But we do not forget that the heroes of the academic stage, for the most part, know little, as yet, of the discipline of real life, and have yet to win laurels which will not fade with the roses of Commencement-day. Wise are they who realize the worthlessness of College diplomas save as a testimonial to past faithfulness to duty in a very narrow sphere, and lay aside the scholar's gown to strip up their sleeves and manfully wrestle with the difficulties of the rough world to which the period of student-life is but the pleasantest of vestibules.

While Commencement proper furnished little in its public exercises which was attractive or interesting, this was by no means the case with the Triennial Festival of the Alumni, which occurred upon the following day. The principal feature of interest was the Oration by Rev. Dr. Hedge. So radical an utterance has rarely proceeded from conservative Harvard. In stead of glorifying the present system of instruction pursued at the ancient institution as the *ne plus ultra* of excellence, he declared that in several important respects the Michigan University, in its career of twenty-five years, had become more worthy of the name of University than Harvard after its growth of more than two centuries. The speaker advocated the entire abolition of the present system of marks, and the substitution of Examinations to test the attainments of each candidate for a degree. He declared that no true scholarship was possible until the present system of coërcion should be given up. He advised full matriculation at the end of the freshman year, and entire freedom in the subsequent selection of studies. The College Course proper would be but three years in length. The masterpieces of Latin and Greek should hold no higher place than those of other tongues,—Hebrew, Sanscrit, Modern languages, and English. Shakspeare's 'Tempest' is to be preferred to the 'Prometheus' as a study.

We understand that the oration of Dr. Hedge will appear in full in the September number of the *Atlantic Monthly*, and to its arguments we invite the earnest consideration of all educators. Can it be that what are frequently known as the 'police regulations' of our higher institutions of learning are worse than useless, and that the only coërcion exercised by college authorities should be expulsion? The matter is worthy of careful consideration.

At the dinner which succeeded the address, Pres. Hill and his venerable predecessor, Dr. Walker, were both understood to approve of the ideas above referred to. With such indorsement, the whole subject can scarcely fail to receive the attention which it merits.

JOHN BRIGHT ON EDUCATION.—At a recent Sunday-School Conference in Rochdale, Mr. Bright spoke on the subject of education, citing examples from the common-school system of the United States. He produced statistics to show that in Manchester and Salford there are more than fifty thousand children who are receiving no instruction whatever. Of these, vast numbers are not even reached by the agency of the Sunday-School, which seeks to descend to the lowest ranks of the people. He added:

"Now, I shall give you the contrast to this, to show what has been done elsewhere, and what might be done here. I ask you just to go with me to a portion of the United States of America, which was peopled from this country some two hundred and forty years ago. I mean the New-England States. As you look upon the map of the United States, you will find a cluster of small states to the northeast of the State of New York. Those six states are those of New England, which were originally peopled by the Puritan emigrants from England, who settled there. This is the district to which I wish to confine your attention, and I am not asking you to look over the whole of the United States, though in all the free states the same system is extended to a great degree, and is gradually producing similar fruits.

"As to the results, I might give you the statements of travelers, and I will give you the statement of one friend of mine who is now no longer living. I refer to a very eminent member of the House of Commons, the late Mr. Ellice, the member for Coventry. Mr. Ellice traveled in America, as he had done two or three times before, very near the close of his life, some six or seven years ago. He visited Canada and the United States; and in a conversation which I had with him, after his return, he said that in those New-England States there was the most equal condition and most universal comfort amongst the people, and he said that the whole population, he believed, were more instructed, more moral, and more truly happy, than any other equal population had been in any country and in any age of the world. The whole of this is to be traced, I believe, to the extraordinary care which the population, from the days of the Pilgrim Fathers until now, have taken with every child, boy and girl, that they should be thoroughly instructed, at least in the common branches of learning.

"I met a man once who told me that until he was about twenty years of age he had never seen a man that could not read and write, and when he did see one (I believe he had come from Europe), he looked at him with amazement, as you look with astonishment some times, and also with great sympathy, upon persons who have some extraordinary natural defect. The census shows that, speaking

generally, there is scarcely to be found one person, one native American certainly, and you could not find one out of many hundreds in the New-England States, who can not read and write. Now the influence of those states is enormous. Though only small states, containing not more than one-tenth of the whole population of the American Union, yet the influence of their opinions is felt to the remotest corners of that vast territory. In New England they consider their plan as the only plan. They have tried it for two hundred years. Its success is beyond all contest; it is absolutely complete. There is nothing like it that has been equally successful in the world. And what our puritan ancestors have done (I know they were our ancestors as well as theirs) in the States, if the people of England had the sense to comprehend their true interests, they might compel to be done in the country in which we live."

NATIONAL TEACHERS' ASSOCIATION.—The eight annual session will be held at Indianapolis, August 15th, 16th, and 17th. Order of exercises as follows:

Wednesday, 15th.—8 o'clock A. M., Meeting of the Board of Directors. 10 o'clock, Organization of the Association. An Address of Welcome, by his Excellency Governor Morton, of Indiana. 11 o'clock, A paper: *The Educational Needs of the Border States*, by Hon. W. R. White, Superintendent of Public Instruction, West Virginia. Miscellaneous business. 2½ o'clock P. M., A Discussion: *What proportion of their time should the young spend in school up to the age of sixteen?* 3½ o'clock, A paper: *The Duties of an American State in respect to Higher Education*, by Prof. Wm. F. Phelps, Principal of the State Normal School, Winona, Minnesota. A Discussion of the same subject. 8 o'clock, Annual Address of the President of the Association. Miscellaneous business.

Thursday, 16th.—8½ o'clock A. M., Prayer and Reading Minutes. 9 o'clock, A paper: *The Relations of the National Government to Education*, by Hon. O. Hosford, Superintendent of Public Instruction, Michigan. A Discussion of the same subject. 11 o'clock, A Discussion: *What is the best remedy for Irregular Attendance and Truancy, especially in large cities?* 2½ o'clock P. M., A paper: *The Condition of the South as respects Education*, by Dr. J. Berrien Lindsley, Chancellor of the University of Nashville, Tennessee. A Discussion: *What service can this Association render in the work of establishing Free Schools in the States lately in rebellion? Ought an Agent of the Association to be appointed to visit the South and assist in the organization of Free-School systems?* 8 o'clock, A Lecture: *The Psychology of St. Paul, being a new interpretation of the Flesh and the Spirit*, by Rev. Jesse H. Jones, New York. Miscellaneous business.

Friday, 17th.—8½ o'clock, A. M., Prayer and Reading Minutes. 9 o'clock, A paper: *Is there too much time spent in the Study of the Classics at our Colleges?* by Prof. W. P. Atkinson, Massachusetts. A discussion of the same subject. 2½ o'clock P. M., A Discussion: *What branches should be studied in our ungraded Common Schools?* 3½ o'clock, A paper: *School Supervision*, by Hon. E. E. White, Ohio. 8 o'clock, Brief Addresses by the Representatives from the different states. Miscellaneous business.

The attention of the members of the Association is respectfully called to the topics selected for discussion. It is desirable to have the most matured thoughts expressed in the briefest terms.

Prominent citizens of Indianapolis promise that a reduction of fare will be made by the principal hotels of that city, and that lady teachers will be entertained gratuitously.

Half-fare arrangements have been made from Indianapolis to Peru, Indiana; over the Indianapolis and Cincinnati Railroad to Cincinnati, Ohio; and over the Columbus and Indiana Central to Columbus, Ohio. Other arrangements are in progress with roads leading from Indianapolis to Chicago, Cleveland, St. Louis, Louisville, and other points. A. C. Shortridge, Indianapolis, has in charge the arrangements from Indianapolis to the points named. Wm. E. Sheldon, Boston, Mass.; Edward Danforth, Troy, N. Y.; E. E. White, Columbus, Ohio; J. L. Pickard, Chicago, Ill.; Wm. F. Phelps, Winona, Minn.; W. N. Hailman, Louisville, Ky.; C. S. Pennell, St. Louis, Mo.; J. G. McMynn, Madison, Wis.; and Z. Richards, Washington, D. C., have been requested to coöperate with Mr. Shortridge and make special arrangements with such roads as will best accommodate the teachers of their respective states and vicinities.

J. P. WICKERSHAM, Pres't.

S. H. WHITE, Sec'y.

THE AMERICAN NORMAL ASSOCIATON will hold its next Annual Session at Indianapolis, Indiana, Tuesday, August 14, 1866. Papers will be read as follows: By Prof. E. C. Hewett, of Normal, Illinois, on Oral Instruction: Its Uses and Limitations. By Prof. W. F. Phelps, of Winona, Minnesota, on The Grading of Normal Schools. By Miss Lee, of Winona, on The Philosophy and Method of Oral Instruction. A Report will be made, by a Committee appointed for that purpose, on The Course of Study best adapted to the various Grades of Normal Schools.

Papers are also expected from D. B. Hagar, Esq., Principal of the Normal School at Salem, Mass., and from L. B. Kellogg, Esq., Principal of the Kansas Normal School. Every paper and report will be followed by discussion.

All persons friendly to Normal Schools, and interested in their progress, are invited to be present and to participate in the discussions.

R. EDWARDS, Pres't.

A MODEL SUPERINTENDENT.—[A correspondent sends us the following. We regret that we have not space to give in full the two reports referred to; the portion we do give, however, is a fair sample.]

Mr. M. R. Kelly is the driving Superintendent of Schools in Whiteside county. Picking up the *Whiteside Sentinel*, I discover his report of the condition of schools in his county. It strikes me as worth something: not so much, perhaps, for the novelty of the idea, or the fact that such reports are unusual, as for the character of the reports themselves. They are instances of fearlessness in the discharge of duty worth putting on record for emulation. Mr. Kelly has been Superintendent nearly twelve years. That is a pretty good test of popularity. When will public officers learn that the safest guaranty of popularity is dealing justly? How many of our school superintendents would dare hew down boards of directors by wholesale for their shortcomings, as these reports do? How many such reports are any thing else than commonplace remarks of favorable character, applied with little variation to every school reported?

I take the liberty of sending you a pair of Kelly's reports, believing you will esteem them interesting matter for your readers.

Genesee Township.—In reporting the condition of the schools in this township, it will be convenient to speak of the districts separately.

Dist. No. 1. This is located in the northwest part of the township. The school is taught by Mrs. Overhalt, who is conducting it in a manner highly creditable to herself, and as profitable to the district as the unfavorable circumstances under which she is placed permit. The school-house is not at all adequate to the wants of the district. It is a *shame* that a district so wealthy as this will not provide better for the education of her children. Seven years ago we regarded this dilapidated old house unfit as a dwelling-place for sparkling eyes and rosy lips, and hoped ere this to see a suitable one erected in its place; but lo! it yet remains! It stands as an index of the nonexistence of educational enterprise, a monument to the memory of departed taste and scholastic attainments. The teacher informed us that the directors had not visited the school, although it had then been in session three months, or more; and so little interest is exhibited, and such parsimoniousness used by the directors, that they would not furnish her any chalk for blackboard exercises,—even going so far as to tell her that blackboards are useless things in a school-room. What school can prosper under such directorship? I some times, as was the case on that day, explain some principle to one or more of the classes, and find the blackboard and chalk convenient for this purpose. For the benefit of this district, as well as for others like it, if any such there be, let it be understood that the school-law anticipates the withholding of public funds from such districts as do not sustain schools properly conducted. The number of pupils registered is 49.

Dist. No. 2, or Center School. The condition of school matters is much better in this district now than we last reported it. The inhabitants have erected (on the site of the old shanty then used for a school-house) a good building, well seated, and furnished with suitable apparatus. So far so good. Honor to whom honor is due. But how strange that in this, as in many other districts in the county, the directors suffer the building and other school-property to be injured, and often destroyed, for want of a little attention. In this district the school-house has received much injury; the apparatus is partially destroyed; the platform in front of the house is in part torn up; the out-buildings are in a dilapidated and shameful condition, and the fence razed to the ground,—all presenting the appearance of Neglect's destroying fingers. It would be well for the directors of such districts to ponder well the words of Franklin: "A little neglect may breed a great mischief. For want of a nail a shoe was lost; for want of a shoe the horse was lost; and for want of a horse the rider was lost,—being overtaken and slain by an enemy, all for want of care about a horse-shoe nail." The records exhibit no visits from the directors during the term. The order in the school is reasonably good, and the pupils manifest an interest in their studies and a desire to respect themselves and their teacher. With live and thorough teachers, and a competent board of directors, this might become one of the best schools in the county. Number of pupils registered, 43.

THE KANSAS EDUCATIONAL JOURNAL comes to us again after four months' intermission in its publication. Kansas is a new state, but they can not afford to lose any of helps in the cause of education; no help is more efficient than a good journal well supported by the teachers themselves. The Kansas Normal School is flourishing; the papers give very flattering accounts of the closing exercises.

LOCAL INTELLIGENCE.

CHICAGO.—The past has been the gala month to the schools of the city. In the closing examinations and exhibitions, each has won to itself great credit, and all have anew borne the strongest testimony to the efficiency of our public-school system. Where there is so much deserving of notice, we can mention only a small part.

The examinations for admission to the High School took place June 26th. The number of candidates was 273; number admitted, 195. The questions for the examination are here presented.

Arithmetic.—1. What number is that to which if you add ½ of ⅓ of itself the sum will be 42?

2. A. can do a piece of work in 4 days; B. can do it in 6 days; and C. can do it in 5 days. In what time will A. B. and C., working together, do the work?

3. A garden walk is 50 feet long by 3 feet wide; how many bricks, each 8 inches long by 4 inches wide, will be required to cover the walk?

4. A man invests $3675 in railroad stocks, and finds upon examination that his railroad property is just 30 per cent. of his whole property. What is his whole property?

5. Explain the method of finding the difference in time between two places, when the longitude of both places is known.

6. Extract the square root of 306.25.

7. Four men hire a house for $5600. A. uses 12 rooms; B. uses 8 rooms; C. and D. use each 4 rooms. What should each pay as his share of the rent?

8. Find the difference between the true discount and the simple interest upon $3600 for two years and six months, at 8 per cent. per annum.

9. If 30 men consume 500 dollars' worth of food in six months, how many dollars' worth of food will suffice for 20 men for 36 days, reckoning 30 days as a month?

10. A man bought 1000 bushels of wheat for $1250. He finds 15 per cent. of the wheat worthless. How must he sell the remainder per bushel, so as to gain 20 per cent. upon the cost?

Grammar.—1. Give all the principal parts of the verbs of which the following are parts: Was, Gone, Fought, Decide, Talked.

2. Parse all the *irregular verbs* in the following sentence: "The men fought well, but they were unable to endure the fatigue of long marches."

3. Parse all the *relative pronouns* in the following sentence: "That man, who fails while attempting to do right, is more to be respected than he who succeeds in doing what is wrong."

4. Correct the following sentences, if they need correction, and give reasons for correcting:—

1. Between you and I, this must be kept secret.
2. You, and not I, am to blame.
3. The larger part of the coins was destroyed.

5. Name and define the properties of pronouns.

6. Analyze the following sentence:

"The dipping paddle echoes far
And flashes in the moonlight gleam."

7. Define — subject-nominative, predicate-verb, simple subject, compound predicate.

8. Conjugate the verb *sleep* through the present and the past tenses of the indicative mood.

9. Define the difference between a transitive and an intransitive verb.

10. Give a sentence that shall contain an adjective irregularly compared; also, a sentence containing an adverb which is compared.

History.—1. State what you know of Ferdinand DeSoto.

2. Name four prominent discoverers, with date of first voyage of each.

3. Causes that led to the American Revolution.

4. Place and date of the first and of the last battle of the Revolution.

5. State what you know of Arnold and of André.

6. Three principal battles of the war of 1812, with some particulars of each.

7. Causes of the war with Mexico; who were the principal United States Officers in command during that war, and at what battles did they distinguish themselves?

8. What Frenchmen rendered the United Colonies great aid during the Revolution, and what do you know of them?

9. When was the first Presidential election held, and how many and what States participated in this election?

10. How many and what Presidents have been reëlected for a second term?

Geography.—1. Name and bound the Zones.

2. Name and bound the State next north of the one in which you reside.

3. Bound Hindostan.

4. Name and locate the capitals of the four most populous States of the United States.

5. Bound the Desert of Sahara, or the Great Desert.

6. Name the natural productions of Illinois, and of North Carolina.

7. Name three prominent Mountain Chains of Asia.

8. Name and describe three of the largest rivers of Europe.

9. Why are there no large rivers upon the west coast of South America.

10. Name and locate three large groups of Islands.

The Commencement exercises of the High School were held in Crosby's Opera House, July 3d. The number of graduates from the General Department was 21,—seven young men and fourteen young ladies. When this class entered, four years ago, it numbered about 160. From the Normal department the number of graduates was 22. The graduating essays showed careful study in preparation, and an unusual attention to purity of style. To those accustomed to attend these exercises, the latter feature was one of the most gratifying facts of the occasion. Nothing could bear stronger evidence of the truly thorough and high character of the instruction given in the institution.

The teachers and pupils of the Brown School have, by a series of exhibitions and by contributions, purchased an elegant piano for their school, at an expense of over $500.

There were, in the schools, several 'pleasant occasions', manifesting token of regard on the part of those connected with them. Inspector E. Blackman was the recipient of a splendid silver pitcher and goblet from the teachers of the New-

berry School, which he has had in especial charge during the year. Principal A. R. Sabin, of the same school, was presented with a massive gold chain by his associate teachers. F. S. Heywood, Esq., Principal of the Ogden School, received a silver pitcher and goblet from the pupils of his graduating class.

The Alumni of the High School held their anniversary on the evening of the 3d. The principal literary feature was a poem read by J. Mahoney, Esq., Principal of the Wells School. The poem was, as usual on such occasions, chiefly local in its allusions. In point of true poetic merit and real wit, it would compare favorably with many such productions before the alumni of our colleges and higher institutions of learning.

At a recent meeting of the Board of Education, the Committee on Salaries, E. F. Runyan, Esq., Chairman, presented a report, from which we make no apology for presenting the following extract:

"Your committee are of the opinion that we should pay such salaries to the teachers in our schools as will command the best talent; that no teachers should be employed, much less retained in the service of the Board, whether as Principals or Assistants, except they possess energy, ability, and a willingness to use that energy and ability for the interest of the pupils placed under their charge. In other words, none should be employed who are not thoroughly and unreservedly, teachers; that all persons receiving appointment from this Board as teachers in our schools should understand that, when they receive that appointment, it is with the distinct understanding that their time, their energy, and their talent, belong to the schools, and that they will be expected to perform every duty devolving upon them as teachers faithfully and honestly, and in no event will they be excused, except for some good cause shown; that this Board reserves the right to drop their names from the list of teachers at any time, when, upon a fair and impartial trial, they shall become satisfied that it is for the interest of the school to do so, and in every instance they will exercise that right; that we will at all times assist, and by our kindness and courtesy encourage them, but in no event retain them when convinced that the interest of the school demands their dismissal.

"We believe our schools should, and can, be made far more efficient than they are now; and to make them what they ought to be requires the greatest caution in the selection of teachers, extreme watchfulness, encouragement and kindness to retain them; and to meet the end desired, we believe the salaries of our teachers should be advanced, the paramount object being to place the schools under the charge of such teachers that the moral, physical and mental child should be fully and thoroughly educated."

Such a clear, outspoken expression of opinion by the committee furnishes gratifying evidence that the Board are disposed to watch carefully the sacred interests intrusted to their charge. Nothing can tend more than this, taken in connection with the action of the Board, to an elevation of the business of the teacher into a distinct rank among the professions. When our schools are presided over by teachers who are *educators* as well, then will they become the fit nurseries for training up citizens of a free republic. It gives us a genuine pleasure to quote farther from the report.

"In view of the foregoing suggestions, and for the purpose of carrying them into practical execution, your committee would recommend the following as the salaries to be paid to the teachers for the coming school year:

Principal of the High School	$2,400
Principal of the Normal Department	2,200
Principal of the Model School	1,000
Male Teachers in the High School	2,000
Female Teachers in the High School	1,000

"The salaries of the male Principals of the District Schools, except the South-Chicago and Bridgeport Schools:

For the first year	$1,800
For the second year	1,900
For the third year and thereafter	2,000
For Principal South-Chicago School	1,600
For Principal Bridgeport School	1,600
For Principal Holstein School	1,000
Salary of the Music Teacher	2,000
Salary of the Assistant Music Teacher	1,000

"The salaries of the Assistant Teachers in the Grammar and Primary Departments:

For the first 14 weeks at rate of	$450 per annum.
For the first year thereafter	550 per annum.
For the second year thereafter	650 per annum.
For the third year thereafter	700 per annum.
Each head assistant at the rate of	1,000 per annum.

"Your committee would further recommend that, upon the concurrent recommendations of the Committee on the Appointment of Teachers and the Committee on Salaries, this Board do vary the salaries from the above rates, whenever it becomes necessary, in order to secure the services of experienced teachers: *Provided*, the amounts agreed upon shall not exceed the rate established above."

The report and recommendations of the committee were adopted with only a single dissenting vote. The above scale of salaries places Chicago first among the cities of the country in liberality toward the mass of her teachers. In no other city do female teachers, as a whole, receive such large allowances. It should be stated that the report of the committee was unanimously amended by fixing the salary of Miss N. Ella Flagg, Principal of the Model School, at $1,100. This is a most deserved compliment to an efficient and conscientious teacher. Under her care the school has been established, and what was by many considered a doubtful experiment has proved a gratifying success. The number of new teachers needed at the commencement of the year is estimated at thirty. The expenses of the schools for the year are figured at $285,000. W.

Commencement-Week at Normal.—Monday, June 25th, the examinations in the Model Department commenced, and culminated on Wednesday afternoon in a Rhetorical and Musical Exhibition eminently creditable to all concerned. The examinations in the Normal Department commenced on Tuesday, and continued through the next day. All these examinations were attended by many visitors, including members of the State Board of Education, and were pronounced highly satisfactory. At the close, Mr. Wells, of Chicago, acting President of the Board of Education, expressed in emphatic language his personal satisfaction and that of his fellow members at the present efficieney and usefulness of the Normal University.

On Tuesday evening an Exhibition of the class in Free Gymnastics, under the direction of Prof. E. P. Burlingham, took place in Normal Hall. The beautiful precision of the movements elicited marked demonstrations of approval.

Wednesday evening the Address before the two Literary Societies was delivered by Prof. J. D. Butler, of the Wisconsin University. Subject—Commonplace Books. The lecture, replete with wit and wisdom, and truly original, was highly applauded.

On Thursday the regular exercises of Commencement took place. The weather

proved exceedingly favorable, and the Hall of the University was crowded. An unusually large number of the members of the Board of Education were in attendance. The graduates acquitted themselves with much credit, giving evidence in their carefully-prepared productions of the culture which years of faithful and assiduous study had brought to them. They leave the University with the best wishes of their instructors, and are heartily commended to the confidence of the public. The class numbers fifteen, and is as follows:

Miss Harriet M. Case, of Lee County; Miss Martha Foster, of Knox County; Miss Harriet A. Fyffe, of McLean County; Miss Margaret McCambridge, of McLean County; Miss Mary E. Pearce, of McLean County; Miss Alice B. Piper, of McDonough County; Miss Helen M. Plato, of Kane County; Miss Sarah E. Raymond, of Kendall County; Miss Olive A. Rider, of Pike County; Miss Julia E. Stanard, of Bureau County; Mr. Philo A. Clark, of Macon County; Mr. Nelson Case, of Lee County; Mr. John Ellis, jr., of Woodford County; Mr. Joseph Hunter, of Winnebago County; Mr. Richard Porter, of Macon County.

At the conclusion of the public exercises, the Alumni of the University, with invited guests, sat down to a bountiful repast provided in one of the recitation-rooms. Speeches were made by representatives of the different classes, and an address delivered by E. A. Gastman, Esq., of Decatur, a graduate of the first class, a copy of which address appears elsewhere.

The exercises of Commencement-week were concluded by the Graduates' Reception on Thursday evening. This was largely attended, and was eminently a 'gay and festive' occasion. The newly-fledged graduates were made the recipients of numerous flattering attentions from their fellow pupils. Thus, with music, merriment, and jollity, ended a laborious and successful school year.

DECATUR.—The Board of Education have unanimously passed the following resolutions:

Resolved, That this Board will issue certificates to all persons holding State Certificates, without further examination, whenever they apply for positions as teachers in our schools.

Resolved, That we are fully satisfied that the State Certificate will prove to be a great means for raising the standard of scholarship among teachers, and will very materially promote the efficiency and success of the schools of our state.

They have also reäppointed their successful teachers who wished to remain the coming year, at the following salaries:

Ladies—1 at $600; 2 at $550; 2 at $500; 5 at $450; 2 at $400; 1 at $375.

Gentlemen—1 at $1500; 1 at $1000; 1 at $800.

They have several vacancies for ladies and one for a gentleman. Communications may be addressed to E. A. Gastman, Clerk of the Board.

ROCK RIVER SEMINARY.—This seminary, located at Mount Morris, Ogle county, Illinois, has just closed its twenty-seventh year, and not only now ranks, but bids fair to continue to rank, with the best institutions in the state. The examinations, which were held the last week in June, were praiseworthy. Three thousand people, who were present, can testify to the success of the exhibition. Hon. Newton Bateman, Superintendent of Public Instruction, and Hon. J. V. Eustace delivered two of the evening addresses.

Profs. J. M. Williamson and O. F. Matteson will continue to act as principals of this seminary, which is sufficient guaranty that its reputation will not be suffered to decline in its twenty-eighth year. E. L. W.

NOTICES OF BOOKS, ETC.

WALTON'S PRIMARY ARITHMETIC. A Pictorial Primary Arithmetic, on the plan of Object Teaching. By G. A. Walton. Boston: Brewer & Tileston.

It is evident that no pains have been spared in the preparation of this little book. It is very neat and attractive in appearance: a little three-year-old has already secured the promise of our specimen copy. We can not give a better idea of the plan of the book, and of how admirably it is carried out, than by inserting one lesson, which is preceded by a pretty cut of a hotel upon the beach, with carriages, fishermen, and bathers, all distinctly shown.

LESSON XXIV.

How delightful it is to take a ride on the beach in the warm summer days! The sea breeze is very refreshing.

This is a fine hotel. Do you see the landlord standing in the piazza? He is counting the carriages in front of the hotel.

1. You may count them; how many are there?
2. How many are there upon the beach? How many are there in both places?
3. If there are 8 more carriages in the stable-yard, how many carriages are there in all?
4. How many boats can you count upon the shore? How many in the water? How many more boats are there in the water than upon the shore?
5. Here is a party that has just returned from fishing. The whole party caught 19 fish; the boatman caught all but 8 of them; how many did he catch? 8 and how many more are 19?
6. If the boatman sells 9 of the fish he caught, how many will he have left? 11—9?
7. How many persons beyond the fishing party can you count upon the beach? All but those two ladies and the little girl nearest us are going to bathe; how many are going to bathe?
8. 3 from 14 leaves how many?
9. How many are now bathing? See what fun they are having in the rolling surf! When the whole party of bathers are in the water, how many will there be bathing? How many are 11 + 6?
10. The tide is going out; it has left some pretty things upon the beach. Etta, the first little girl in the picture, has picked up 2 king-crabs, 1 star-fish, and 5 shells; how many things has she picked up?
11. James, the little boy beyond, has picked up 4 king-crabs, 2 star-fishes, and 3 shells; how many things has he picked up? How many more than Etta?
12. How many birds are flying in the air?
13. Yesterday James counted 8 birds more than are here to-day; how many did he count yesterday?
14. 12 + 8 are how many?
15. How many windows can you see in the second story of the hotel? How many in the third story? How many in both stories and in the attic?
16. 6 of these windows have the blinds open; how many have them shut?
17. How many are 9 + 9 + 2—6?

PICTORIAL HISTORY OF THE UNITED STATES. By John J. Anderson, Principal of Grammar School No. 31, New-York City. New York: Clark & Maynard. 12mo., 363 pages.

With the lapse of years, the study of the history of the United States will attract more and more the attention of the civilized world; for it is the development of the growth of manly thought and liberal culture,—conditions toward which universal humanity aspires. In this country our own history will be made

a subject of attention, because from it the people will learn the method and the cost by which the government was founded, the mistakes of its administration, and important lessons to guide their future actions. The experiences of the last few years have been a forcible demonstration of the necessity that the youth of the land be taught the rise and progress of our government.

The man who puts pen to paper to impartially portray the leading facts of our history takes upon himself a grave responsibility. Where to commence, what to put in, what to leave out, how to justly present the characters and motives of individuals and the principles of parties, are questions continually arising to confuse and distract.

Besides stating the important facts of the history in clear and concise style, this book has many excellences of great merit. It is modern, comprising events transpiring within a twelvemonth. The maps and illustrations add to the pupil's interest and convey much important information as mere words can not. The system of questions and review gives many valuable hints to the teacher. Brief biographical sketches accompany the portraits of important personages mentioned. Numerous chronological tables contain, in well-arranged form, many items otherwise sought out at the expense of great labor. The book is written by an old teacher, who knows thoroughly the wants of our public schools, and has brought a long experience in teaching this study and much laborious research to his aid in executing his work. W.

PRIMARY PHYSIOLOGY, FOR SCHOOLS. By Edward Jarvis, M.D. New York: A. S. Barnes & Co. 12mo., 168pp.

PHYSIOLOGY AND LAWS OF HEALTH. For the use of Schools, Academies, and Colleges. By the same author, 12mo., 427pp.

It is an old saying that children should learn when young what they will need to practice when they become men. Accepting this as true, the study of Physiology should be early introduced into all schools; for surely nothing is more desirable for both old and young than a knowledge of their own physical structure and a practice of the laws of health.

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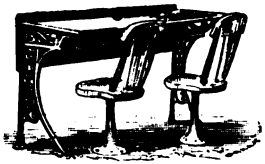
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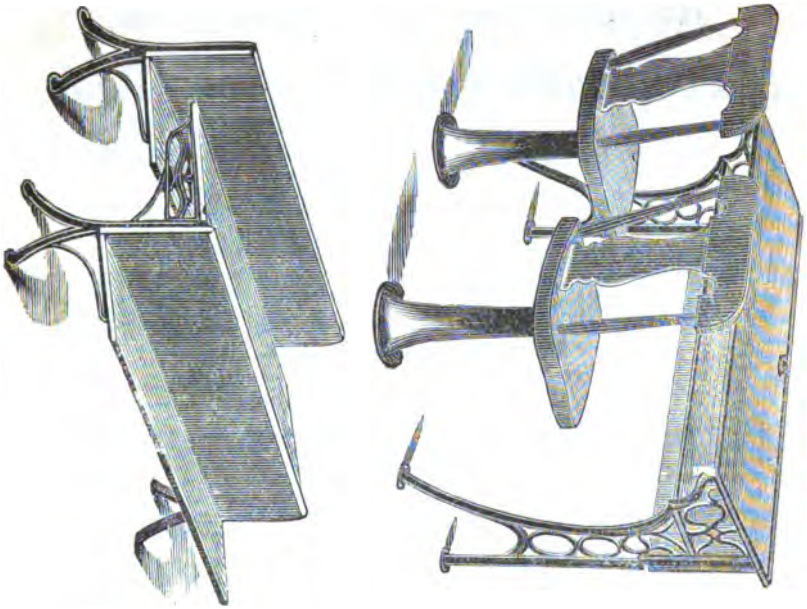
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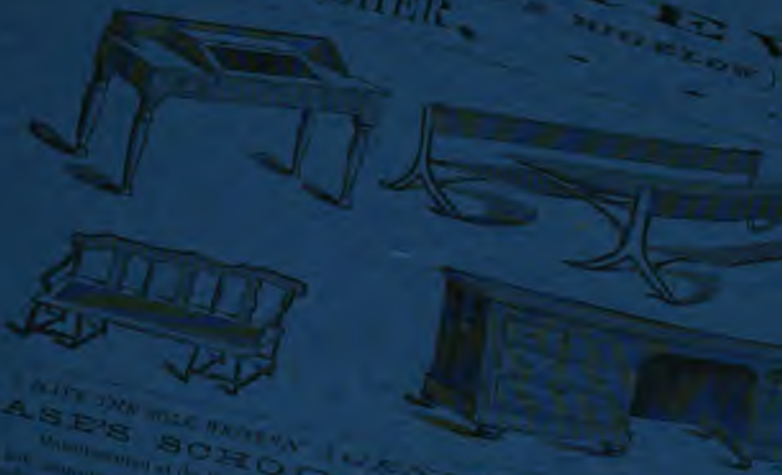
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It should be in every home.—[illegible]

The future [illegible] of the [illegible] grows all.—Reformed [illegible]

Three [illegible] and a half [illegible] year. We should desire no [illegible] leave nothing unsaid [illegible] The little folks should [illegible] Make the [illegible]—[illegible]

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ILLINOIS TEACHER.

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AN EDUCATION FOR ACTIVE LIFE.

HAVE we not here the title of, to some extent, an unsolved problem? It is pretty generally conceded, we suppose, that the old classical curriculum of our colleges does not furnish a solution. As little, we think, does the scientific course of a polytechnic school, based, as it necessarily must be, so largely upon mathematics as to be quite too one-sided and technical to answer the general purposes of young men not intending to devote themselves to scientific pursuits.

We have heard it gravely maintained that there *can* be no education that deserves to be called liberal, save one based mainly either upon philology, and embracing the ancient languages, or one based mainly on mathematics, and carrying its pupils very far into their abstruser recesses. It is some times assumed that when an education different from either of these is sought, it is for the sake of avoiding labor and gaining the name of an education without paying the price of hard and persevering study. We are pointed to the so-called 'Business Colleges', as the type of what education will be reduced to, if we 'emasculate' it by leaving out that only which constitutes its disciplinary value — a hard training either in philology or mathematics.

We believe we are ready to go as far as any one in upholding the necessity of the 'disciplinary' element in all true culture. We abominate the notions of that vulgar type of the practical man who can see no use in any thing that can not be immediately reduced to a bread-and-butter value. It is an abuse of terms to call such men practical. Nothing truly valuable, even of the kind they can appreciate, will ever be accomplished by thus narrowing and belittling the sphere of education. But while we hope we thoroughly appreciate the value of mental discipline, we think that classical scholars on the one hand,

and mathematicians and physicists on the other, are very much disposed to look upon their own as the only possible avenues for attaining it. Is it true that every study outside the pale of philology or mathematics must, of necessity, be shallow and superficial? Has a young man not looking to the future either of a learned profession on the one hand, or a technical scientific pursuit on the other, no alternative but to borrow the training of the one or the other, though he knows he is never going to use it? Suppose him to have a positive inaptitude for mathematics: must he be thrown into the arms of a Greek professor, or go sadly through life without any higher education? Suppose him to have no sort of fondness for Greek vocables: *must* he study the Calculus, or fall back on a 'Commercial Academy'?

This is a very vital and a very practical question for an increasing number of young men in this our active American world. Shall they accept one of these perhaps equally distasteful alternatives, or shall they go without any higher education beyond what a school can give them; or is there a *tertium quid*, which is equally entitled to be considered a disciplinary and liberalizing mental training? We have said that the problem is an unsolved one. We know of no recognized and successful course of higher study, distinct on the one hand from the classical course of our colleges, and on the other from the mathematical and physical course of our polytechnic schools; but we are very sure that such a course is possible, and we trust it will not be long before it will, some where or other, be realized. Practically, indeed, the course of study of many of our colleges is made to conform more and more to the real wants of the pupils by partaking more and more of this character. History, Political Economy, and other English studies—even the English and Anglo-Saxon languages,—on the one hand; modern languages and the natural sciences on the other, are disputing with more and more success the time-honored monopoly of the classics *inside the college doors*. The practical difficulty consists in the tremendous price to be paid in order to get inside those doors, in the devotion of four to six of the best years of boyhood to the technical mastery of Greek and Latin. In polytechnic and scientific schools, on the other hand, the natural and almost unavoidable tendency is to give too great a preponderance to that strictly mathematical course without which as a foundation no successful progress can ever be made in the higher branches of physical science and the arts appertaining to them.

Now it would be absurd to attempt to construct any course of edu-

cation that should deserve to be called liberal without the admission both of philology and mathematics as essential and fundamental ingredients. The only questions are, Are they the *only* possible ingredients? and, if not, To what extent should they be displaced by, or in what proportion should they be mingled with, other studies? A mixture of ingredients that would suit exactly one class of minds and answer perfectly for the attainment of one practical purpose may be wholly unsuited to another class of minds or a different object; and though it is of course quite impossible to meet all the varying shades of mental character by corresponding variations in mental training, and undesirable if it were possible (though we think that in our ordinary methods we do not consult these natural differences and aptitudes enough), yet there are certain broad lines which the future careers of men mark out, and for which it is possible to provide even in their early training.

Now, the divine, the lawyer, the scholar by profession, should early begin and thoroughly study philology as a mental training. The scientific engineer, whether civil or military, the architect and the builder, must begin early and carry very far a most thorough mathematical training. The chemist and the naturalist must cultivate his observing powers from his youth upward, and study early and late the philosophy of induction. To these last *we* would add the medical man, for we believe it would benefit him far more than Greek grammars; and perhaps the reason why medical science makes so little progress, and is a prey to all manner of quackeries, is that it is but just beginning to emancipate itself from mediæval superstitions, and place itself where it belongs, among the sciences of observation and induction.

But now comes the great army of youths—and in this young country of ours what an army it is!—destined for none of these callings, but who are to enter the various walks of business, and who desire before plunging into the whirl of active life to give themselves a *real* education. Is it absolutely necessary that they should be forced on the one hand to read the Greek tragedians, or on the other to penetrate (hard fate!) the mysteries of the Integral Calculus, or else be handed over to the classic shades of a 'business college'?* We think not; but that a higher education may be devised for them too. Let us try

* We desire to speak with great respect of 'business colleges'. They are useful institutions, and many of them are admirably managed; but we are here speaking of Education.

to give some hints—and they can only be hints—in regard to the elements that should go to make up such an education.

Certainly they should study language; but to study language is not necessarily to study Greek. Can not a thorough *discipline* in language be obtained from the study of the mother-tongue—with more or less (we should incline to the side of the *more*) of Latin and Anglo-Saxon, along with the *thorough* study of one or more modern languages of the same family? Can not the pupil's æsthetic taste then be cultivated by carrying this study into the classic writings of his own and other modern languages as carefully and thoroughly as the classical scholar pursues the same studies? Will not Shakspeare do in stead of Æschylus, and Dante stand in stead of Homer, and Spenser and Ariosto take the place of Virgil?

So, again, such young men should study mathematics—who can doubt it?—and study them with that thoroughness which is absolutely necessary in order to get from them their disciplinary value: would that such thoroughness were more common! But *how far* should they go? The field of mathematical investigation is boundless; and it is clearly a minority, and not a majority, of human minds that are capable of pursuing its higher walks successfully. For practical purposes the future merchant will never need the calculus; unless, indeed, modern fortunes are to be classed under 'indeterminate forms' and 'independent variables', but we fear no calculus has yet been devised to estimate *their* fluctuations. Let our young business man, then, stop short of these mysteries (this need not imply that he is to be superficial in what he does learn), and give up the vain attempt to force his mind upon paths which nature never meant it to tread successfully. So, again, if we apprehend the matter rightly, a minimum course in physics and in chemistry can well be laid out corresponding to this limited mathematical training, which shall yet give its recipient most excellent discipline of his observing and reasoning powers, and make him master, far beyond the point now generally attained, of the great facts of physical science, and of the philosophy of induction in which they are a training.

But now come in certain other studies quite necessary to be attended to by our practical man, and which, *rightly* attended to, may be made to have a disciplinary value as truly as any of those we have enumerated. In truth, it is a mere superstition to suppose that any studies have a monopoly of disciplinary value. The disciplinary value of a study consists not so much in the nature of the study itself as in the

manner in which that study is pursued; and viewed in this light, *all* studies may be disciplinary, or the very reverse of disciplinary. To what percentage of the students in our colleges have the higher mathematics any mental value, as the study of them is usually pursued? On the other hand, though History may be made a mere concatenation of lifeless events, can it not be studied so as to bring into action a great many of the student's best powers? Do not mental and moral philosophy furnish a training which can be followed quite independent of that knowledge of classic verbal niceties which is so apt to make word-mongers, and hair-splitters, and men of barren formulæ, in stead of thinkers? Again, does it not behoove the young citizens of a free republic to begin betimes the philosophic study of those laws they are to live under and help make, or shall we always be left a prey to the sophistries of legal demagogues? Will any one undertake to say that in the study of law, rightly pursued, there is no mental training? or that all the law must of necessity be confined within the walls of a few technical law-schools? In our view, the more widely a sound knowledge of its principles is spread as a part of a general education, the less need there will be of multiplying those law-schools and all the endless technicalities on which they depend for their existence.

And finally, and more important to the business man than all the rest, Why should not the laws of his very business be made to yield a discipline to his mind? Is not political economy a recognized and a difficult science? Has not trade its laws? and in the multitude of products with which the merchant deals — in their nature, the laws which govern their production, and the processes which enter into their preparation for the uses of man — is there not a boundless field for the highest exercise of the mental faculties, and for an education which is all the more valuable for not stopping when the doors of the college are left behind, but for furnishing the materials for a mental discipline which need end only with life? If we would relieve trade from the reproach which now attaches to it of being pursued only for low and mercenary ends, we must raise up a generation of *educated merchants*,— of men educated not *from* but *for* their profession, who will not look down upon their own calling, but will compel others to look up to it, through the liberal and enlightened spirit in which they pursue it, and the proof they give that its pursuit is consistent with and may be made a true element in a really *liberal* culture.

Massachusetts Teacher.

ORAL INSTRUCTION: ITS PHILOSOPHY AND METHODS.*

BY MRS. MARY HOWE SMITH.

THE last half-century is probably unrivaled, certainly unsurpassed, in progress by any corresponding period in the world's history. Invention after invention has been brought to light, and has been applied to practical life by this eminently practical age, until it would seem that the machinery of material civilization rapidly approaches its completion. With mechanical instruments of every kind brought to a high degree of perfection, thus multiplying by thousands the workers of the hive; with railroads annihilating space, and thus increasing by many years the actual working-time of man's life; with lines of telegraph flashing intelligence almost instantaneously from one end of the civilized world to the other, and soon to encircle the entire globe with a band of light; there seems to be nothing wanting in the instrumentalities of civilization.

This great increase in the actual working force of humanity has released many heretofore occupied in subjugating nature and converting her vast stores of wealth into forms available in the supply of our physical wants; and they are thus free to labor in the higher realms of the intellectual and the spiritual. As a consequence, correspondingly great advances have been made throughout the whole range of physical, moral and social science.

The geologist has gone down into the secret chambers of the earth, and read from the mystic pages hidden there the history of her progress through interminable ages, from the moment the first command went forth "Let there be light!" to the time when she stood complete, glorious in her beauty and purity, arrayed in her 'wedding garment' and ready for the coming of her lord. The astronomer—not content with weighing and measuring the heavenly orbs, tracking their wanderings through space and discovering the secret of their gathering themselves together in radiant families—must e'en call the chemist to his aid, imprison the glowing beams, and compel them to reveal the constituent elements of the bodies whence they come. The geographer has learned to consider the 'great globe itself' as a magnificent mechanism, prepared by the Creator for the accomplishment of no less a purpose than the training of humanity for its future of glory.

*Delivered before the Normal Association at Indianapolis, August 14th, 1866.

Man himself has come to be considered as something infinitely more glorious than a being to be fed, clothed and sheltered, and trained into propriety of demeanor, during his brief appearance on the great stage of life. He is recognized as the noblest of God's creatures; gifted with godlike powers, for the right or wrong use of which a fearful responsibility hangs over him. Nature, with its myriad mysteries and glories, is recognized as but the school which is to educate him for some great and noble work in the future economy. A grand enthusiasm for humanity has taken hold upon the noblest of hearts; and one united effort is being made to raise man, by all possible instrumentalities, to the level he who so richly endowed him meant that he should occupy.

Out of this effort has grown a new science—the *Science of Education;* a new philosophy—the *Philosophy of Human Development.* But yesterday the work of education was considered a secondary affair, and was intrusted to any one who had the presumption to set himself up as qualified to fill the office of schoolmaster. The majority of teachers were feeble men, who had not the power to perform physical labor; indolent men, who had not the will to do so; or young men and women, who found it convenient to earn by a few hours in the schoolroom money and leisure to help them toward some desired goal.

Any person who could read tolerably, write sufficiently well to 'set the copies', and 'cipher as far as the rule of three', was considered qualified to be a schoolmaster. His time was spent in sitting quietly behind his desk, drawling out the questions from the text-book, and occasionally, in a paroxysm of roguery, 'shying' his ponderous ruler at the head of some unlucky wight whose life and activity had not become utterly benumbed by the drowsy atmosphere of the place.

Now, how complete the change! Education is regarded as first in importance among human interests. It is understood to be the development of the whole man—physical, moral, and intellectual. The schoolmaster is required to be a man of large acquirements, of high character and culture, capable of being in all respects a worthy example and leader for his pupils. From being but an incidental occupation, the work of the schoolmaster has grown to the dignity of one of the learned professions; and some of the best talent of the country is now engaged in ennobling and perfecting that profession—studying out the great problem of means and ends, and the adaptation of the one to the other.

Among the most interesting of the questions thus arising is that of the value of oral instruction in the schoolroom, as compared with

the ordinary text-book teaching. No argument is required to show that oral teaching, in itself, is not necessarily better or more effective than teaching from the text. On the contrary, as ordinarily understood, it appears to dispense with study on the part of the pupil, and is so much inferior to text-book teaching. The very expression 'oral teaching' conveys in general to the mind of the hearer one of two things: either a rambling talk between teacher and pupil, without order and without point; or a set lecture upon some subject, to which the pupils listen, taking no part but to remember it. Neither of these two plans contains any considerable element of superiority over the ordinary method of teaching from books. The first may, it is true, interest the children, lead them to think somewhat, and, if the teacher be earnest, the knowledge thus communicated may impress the mind more forcibly than if read from a book: but if each individual lesson have not a definite plan and purpose, to the accomplishment of which every step in its progress tends, then the thinking secured will be to little profit; and if there be not a sequence connecting the lessons one to another, so that at intervals a stand-point may be made, and the various scraps of knowledge communicated may be gathered into a connected whole, then the knowledge can hardly be either permanent, or available to the pupil.

The second plan — that of a series of formal lectures — secures what the first lacks. Each lecture has a purpose to accomplish, and tends straight to the accomplishment of that purpose; and the knowledge communicated is given in a connected manner, so that it may readily be retained in the memory. But the plan does not necessarily exact thought from the pupil. He may listen, day after day, to the most valuable course of lectures; may even remember them accurately; and yet he may not, in the least degree, digest or appropriate them. He may not make truly his own one single thought; but the whole, instead of enriching his mind and becoming available in future study and future life, may be idle in his memory, to become obscured by the dust and cobwebs of time, like the rubbish in a garret. Neither of these plans is, therefore, complete in itself; and both are defective in one most essential part of the work of education, namely, the formation of a habit of prolonged attention and reflection, and of earnest and protracted study. The former, without some additional element, must end in making careless and purposeless thinkers; and the latter, passive recipients of the thoughts and sayings of others.

Yet, it can not be questioned that the communion of mind with mind, the actual contact of the pupil's intelligence with the living,

glowing, earnest thought of the teacher, is capable of producing vastly greater results, both in the communication of knowledge and the awakening of thought, than can be secured by the simple study of the text-book. What, then, is the true philosophy and plan and the real value of oral teaching? To determine this we inquire: *First*, what is the great end to be accomplished in all schoolroom work? *Second*, what means are necessary to secure that end?

First, then, the end to be attained. The human mind is to be regarded as a magnificent instrument intrusted to man for the accomplishment of his work in the world; that work being, as we have been taught from infancy, to glorify God and bless our fellow men. That instrument, however perfect and glorious it may in itself be, is little worth to him to whom it is given, unless he know how to use it. In the hand of the untrained mechanician the rudest implement of past ages would be just as effective as the most complete and perfect instrument which modern skill has produced. Thus with the powers of the mind: unless, by proper training, those powers are placed under the control of their possessors, the most kingly natural endowments may rest in obscurity, and pass away from the world accomplishing nothing. It is, therefore, obviously the first duty of the educator to develop and train the mind; to give to man the control of the instrument intrusted to him. But what does this training imply? Certainly not the mere imparting instruction to the mind. How many well-instructed men, men learned in all that can be acquired from books, are yet wholly untrained. They have no means of making their knowledge available to the world; but it lies idle in their brain, and will die with them. Much less have they the power to enter into communion with Nature, with the material universe, and bring therefrom somewhat of the great store of truth it has to bestow, and which was intended by Providence to ennoble and enrich the mind.

Whatever of truth is contained in or deducible from the finite or created world is attainable to the intellect of man; and the work of obtaining it is the very work Providence intended for the education of humanity. Nature, the material universe, is the drill-room wherein the forces under our command are trained for higher service; for explorations in those vast fields of truth above and beyond the material. It becomes, therefore, the most absolute duty of the teacher so to guide and lead the child as to induct him into this great school of Providence, and to enable him to desire the utmost good that the endowments bestowed on him by the Creator will permit him to acquire.

He is not simply to instruct: he is to educate, to *develop* his pupils. He is not to carry them, but to lead them, step by step, in such researches as they are capable of making, giving them by the way only so much help as will enable them to take each step with the greatest benefit to themselves.

We have suggested that there are certain truths contained in and deducible from the material universe: these are all truths embraced in physical science of whatever department. There are certain other truths contained in and deducible from man's own intellectual and moral being: these are all truths embraced in metaphysical and moral science, in contradistinction from *spiritual truths*.

Our minds are so constituted that we may derive from the finite, whether material or intellectual, all the truth which it contains. Spiritual truths belong not to the realm of the finite, but of the infinite. They are not contained in nature, and therefore can not be derived from it. Between the most elementary of spiritual truths and the highest and most abstract results from physical and metaphysical research there is an infinite distance, over which the human intellect has no power to pass. Our ladder of logic, by which we ascend from a lower range of truth to a higher, may rest its base on the topmost reach of the finite, but it can not lead us to the infinite: it has no support above us, and can only fail us; that support must be let down to us from above. The elementary spiritual truths upon which all spiritual knowledge must be built up—namely, the creation of the material universe from nothing; the fall of man, created sinless; the provision for his redemption; and the conditions upon which the righteousness of the All-Holy passes over to the sinner, and the guilt of the sinner is transferred to the Righteous,—these are the truths which the most godlike intellect could never ascertain unaided: *they must be revealed* to us from above. Being revealed, and being accepted by faith, which is to the spiritual world what perception is to the natural, the ladder finds its upward support, and we may ascend and descend, like the angels in the vision. Being in the upper realm, we look down upon the lower, and find it full of beautiful types and symbols, by means of which the spiritual may be illustrated and impressed upon our minds, but from which it could never be derived. Having these intellectual truths as a basis, our powers, matured and ennobled by the investigation of the finite, may build upon them a glorious superstructure of physical knowledge; but without revelation the entire spiritual world is closed against us.

Physical and metaphysical truths have never been the subject of revelation, because they are not in themselves above the reach of our powers, and because it was expressly intended that the search and investigation necessary to acquire them should be the school in which the intellect of humanity should develop itself. These truths are valuable to us not in themselves, as are spiritual truths, but as a means of education. The ultimate good is not to possess and retain the knowledge of them, but to have been enlarged and enriched in power by the very exercise of seeking them.

As Providence educates humanity, so must we educate individuals. Spiritual teaching must be in the main authoritative, while intellectual teaching must be inductive. In our work in the schoolroom, we must in all merely *intellectual* teaching set for ourselves this invaluable rule: *Whatever knowledge is to be presented to the pupil must be so presented that the very exercise of acquiring it shall enrich him as much as the possession of the knowledge itself.* The great end, then, to be kept in view in all educational work is two-fold — to develop and train the mental powers of the pupil, and to impart such instruction as shall be valuable to him either in itself or as a means of further progress.

Second. How shall the accomplishment of this end be secured? The first step toward answering this question is to ascertain the natural order of mental development for upon this the general plan of our work must depend.

Without going into an analysis of the intellectual faculties, which would here be needless and irrelevant, we may be allowed to spend a moment in recalling the order in which they awaken into action. There are in the infant mind, as all admit, the germs of all those powers which exist and act in the mature mind. No constituent element or faculty is possessed by the latter which is not possessed by the former. The difference is simply one of the relative strength of the several classes of faculties at different periods.

During the first few years of the child's life the only powers of mind which are in a high state of development are the perceptive or observing faculties, the physical agents of which are the senses. They are intensely active in the young child, and for a time constitute almost his sole means of acquiring definite knowledge. They place him in immediate communication with the external world: thus its varied images enter his mind, and give rise to thought, or rather to ideas.

He learns how to express those ideas: thus acquires the use of language, and thus becomes able to receive ideas from other minds.

Acting in conjunction with the perceptive powers, though attaining their full development a little later, are the conceptive or retentive powers—including memory, imagination, etc. They grasp and retain the ideas and images presented to the mind through perception; recall them at pleasure; and, in a fuller development, build upon these as a basis other conceptions—conceptions of things beyond the reach of observation. Later is developed the ability to analyze, reflect upon, compare, contrast, and otherwise investigate the knowledge we have already acquired; and to derive therefrom new ideas, which are expressed in the form of abstract propositions. At this stage it is that the knowledge of others becomes really available to us, as we now have the power to grasp it and make it our own. Last is reached that complete and harmonious action of all the faculties, wherein the reasoning power attains its full development; where the mind is able, through it, to rise to high generalizations, to attain the knowledge of general laws and principles, to trace phenomena back to their remote causes, and from known causes to ascertain results.

Thus we find, in the progress of the mind from infancy to mature age, three successive stages, each characterized by the predominance of a certain class of faculties. In childhood are perception and retention alone; in youth, the power of analysis and reflection is superadded to these; and at maturity, the whole is crowned by the full development and activity of the reason. If, therefore, the various subjects of study are to be so presented to the pupil as to contribute to his development, they must be so treated as to address these varied faculties in the order of their successive awakening. In childhood they must address perception or observation. The young child must examine, investigate, and discover for himself those ideas which are to be presented to him; otherwise they can not become truly his own. He has the power to perceive and remember; and all that can be ascertained by means of his senses, or simple experiments which he can himself perform, is attainable by him. When so ascertained, that which he has learned becomes real, living truth to him, and not simply a dead form of words, as would have been the case had he simply learned it from a book.

Later, we are no longer limited in the main to the perceptive and the retentive powers; but the knowledge ascertained by the investigation of others can be presented to the pupil for analysis and reflection,

and, added to the results of his own research, really enriches his mind. It thus aids in preparing him to enter upon the higher study which is to follow, when he can bring to bear upon the subject he is studying not simply observation, recollection, analysis, and reflection, but the full strength of his matured reason. In other words, the true developing plan in study must correspond precisely to the successive steps by which the investigator in the material universe reduces any subject to a science. First, by observation and reading, he fills his mind with clear and accurate conceptions of the multitude of objects and phenomena which appertain to his subject. Now he analyzes them, reflects upon them, until he has ascertained what is the essential and distinctive character of each, and has grouped them in resulting classes. Finally, he rises above the details of his subject; studies these various classes of objects or phenomena in their relation one to another; ascertains thus the influence of the one upon the other; and arrives at a knowledge of the general laws pervading and controlling all; which laws he enunciates and demonstrates, and his work is done.

Thus, too, is conducted the intellectual development of the race. First, men simply observed natural phenomena; not at all attempting to investigate them, but attributing them to the direct intervention of supernatural energy. Then arose a class of thinkers who analyzed and grouped these phenomena; and finally, we have the scientists of our own age, whose great problem is not classification, but *law*—the precise influence, one upon another, of the various classes of phenomena remarked in the material universe. Conforming to this plan, we follow the true natural order of education; we educate individuals as Providence educates humanity.

Having thus before us the end to be attained, and the general plan which must govern us in setting about the accomplishment of that end, let us give our attention to methods in detail. We begin the work of education by addressing the senses, which are the physical agents of the perceptive faculties. Here the main purpose is not to impart information for its own sake, but to lead the pupil to observe; to show him how to use the powers God has given him for acquiring knowledge, and to teach him how to express in the best manner the ideas he acquires. In imparting instruction, we at this stage limit ourselves in general to that which the pupil can use in his subsequent investigations, and give him as little as possible of that which must be idle in his mind.

In regard to the range of subjects employed, the rule is this: What-

ever affords the best means for training the observing powers of the pupil, or for enlarging his practical vocabulary, and whatever is in itself most necessary or valuable as a means of further study, is legitimate work for the elementary grades of school. Let us look, first, at the latter class of subjects. Before the pupil can receive much from other minds he must have a certain command of language—must, as we express it, know the meaning of a certain number of words: in other terms, he must have existing in his own mind the conceptions of which those words are the sign. To be useful to him in the greatest extent, not only must the spoken word be known to him, but he must be acquainted also with its written form. We therefore, immediately on his entrance into school, begin the work of teaching him to read, and, what is just as necessary, to spell and to write. Some knowledge of numbers is indispensable to the study of most subjects, and essentially required in the duties of practical life; hence, the pupil is immediately started upon the elementary steps of arithmetic. A knowledge of geography is also indispensable, and therefore he is early introduced to this subject.

Thus much for those subjects which must be taught for their own sakes, or as instrumentalities for the acquirement of knowledge. Now let us consider those which are presented because they are especially adapted to accomplish the desired work of training the pupil's powers. Here our field is almost limitless. The initiatory steps of most of the physical sciences—that is, the examination of individual specimens—furnish us a vast field in which to work. Individual plants, animals, and minerals, among natural objects; individual pieces of mechanism, among manufactured objects, and the various substances extracted by us from plants, or obtained from animals,—as sugar, tar, starch, cotton, wool, horn, oil,—afford all the materials which could be desired for exercise; and the first three enable us to give him the best possible basis on which to build up a scientific knowledge of those subjects. To this examination of individual objects, together with the elementary subjects previously alluded to, the pupil's study is confined during the first three or four years of his school life. He does not at once approach the scientific department in any one of the various subjects enumerated; but he receives a great variety of valuable exercise, below and apart from the scientific element.

Each of the above classes of objects is capable of being studied from three different points of view: First, Those which have a definite structure belonging to themselves—as the plants, animals, and pieces

of mechanism—may be studied in reference to their form, and the form, arrangement and names of their various parts; while the amorphous substances may be examined in reference to their properties. Second, Each may be studied in reference to the uses to which it is applied; and the plants and animals, in reference to their habits of life. Third, Each may again be examined, in order to determine the relation which its structure or its properties bear to the uses to which it is applied; and the adaptation of the structure of the individual animal to its peculiar habits of life may be noticed.

These three aspects under which these objects may be studied give exercise to all the faculties of the mind which are sufficiently developed to be capable of much effort, and in the precise order of their awakening. The first addresses the perceptive powers alone, for the object is placed before the pupil for his examination. In the second, the conceptive powers are in the main addressed; for the uses of the object, or the habits of life of the animal, can not in general be exhibited to the pupil: he must draw on his memory for some, while others will be described to him by his teacher or his text-book. In the third, he is required to reflect upon that which he has now acquired. He must look at the structure or properties of the object studied, in conjunction with its uses, and determine the adaptation of the one to the other. He is led to imagine certain characteristic properties changed, and to determine whether in that case the object could be put to the same uses; or, he imagines the object, with its characteristics unchanged, applied to some different use, and determines whether it could be advantageously so employed.

These three varieties of exercise characterize successively the first three years of school. In the fourth year, the various objects which the pupil has studied as individuals, but which have been presented in regular series, are compared, the obvious essential properties of each class are distinguished from the accidental, and thus is formed a basis for the classification of the objects examined. Thus the pupil takes his first step in the direction of scientific study; yet even this is a remote and very elementary one.

In no part of this work is the child a passive recipient of information given him; no where is he permitted mechanically to commit to memory series of facts with no thought in reference to them: but he is first required to bring to bear all the power he is able to employ in the discovery of those facts for himself. He is made to do all that he can do for himself in the ascertaining of the knowledge he is to re-

ceive; and only such things are given him authoritatively as are beyond his power to ascertain, yet required as a means of further progress.

From the beginning, every fact ascertained by the pupil must be expressed by him in a correct sentence. At first he only notices the most obvious parts or properties of the object studied, and the sentences formed are exceedingly simple: such, for instance, as "The corn-plant has long leaves." "The fox has a bushy tail." "The sponge is soft." As soon as the pupils can begin to read and write a little, every such sentence is written upon the blackboard, correctly punctuated, and at the end of the exercise is carefully read by the class in concert. After this is done, the work is erased from the blackboard, and the pupils are required to write the same sentences upon their slates. Thus each lesson, however simple, furnishes a triple exercise: First, that of observation in discovering the fact stated; Second, an exercise in spoken language; Third, an exercise in written language.

Gradually observation becomes more minute. The attention is no longer confined to what can be discovered by the senses aided by comparison; but such simple experiments as every child can perform who has a pocket-knife, a cup of water, and a lighted candle, are brought to his aid.

New terms are given him, one by one, to enable him to express in a more concise and elegant manner the ideas previously stated in his own simple language; and he is taught correctly to combine the various simple sentences he has been employing into compound ones. Thus he has learned how to interrogate Nature; and, through the expression of the ideas she has given him, the whole machinery of language has become available to him, both in the communication of his own thoughts and the reception of the thoughts of others. Now he is prepared, when he has finished his own investigation of any particular object, and learned all he was able to learn for himself, to be benefited by what another may have to say upon the same topic.

In every case the pupils follow this working, investigating exercise by a reflecting and memorizing exercise. The little ones, as we have noticed, write at the close of the exercise all that they have ascertained during that exercise. This they continue to do when older, studying that which they have written until able to give without hesitation, and in proper order, all the ideas which were brought before them in their exercise. Thus the subject-matter is digested thoroughly, arranged in proper order to be retained, and stored away in the mind, not to be

idle, but as seed in good ground, to bring forth fruit—thirty, sixty, or a hundred fold. Whenever text-books properly arranged can be obtained, these should be in the hands of the pupil; and when he has finished his own investigation of the topic assigned for the lesson, he learns what his book tells him upon it, and thus enlarges and fills up the outline he has obtained by his own research.

Thus are secured the three great desiderata of all methods of teaching. First, a thorough interest in, and independent investigation of the subject under consideration. Second, close and prolonged reflection upon the subject-matter presented. Third, habits of intelligent, earnest, and, if we may so speak, appropriating study of books.

The same general plan is pursued when we enter upon those subjects which are outside the range of objective research. If results from processes of reasoning are to be made the subject of study, the pupil is first led over the various steps of that process, so far as he is capable of taking them. He arrives at intelligent conclusions from the data accessible to him; and then by study from his text-book enlarges or corrects those conclusions, as may be required by the influence of conditions which he has not sufficiently taken into account. Throughout the whole course of instruction, we aim to make him not only a well-informed man, but an independent investigator and correct reasoner, upon all matters that come within the range of his investigation and reason. At the same time, by requiring him to accept on the authority of others many important truths which are beyond the range of his investigation, we cultivate in him the element of faith; and by showing him the need of constantly correcting to a certain extent, by the obtaining of more complete data, conclusions which had appeared perfectly natural and correct, we guard against rashness in drawing conclusions and the blind adherence to prejudices in place of intelligent conclusions.

This, Mr. President, is the outline of what we conceive to be the philosophy and method of all really valuable oral instruction.

A Noble Sentiment.—Daniel Webster gave utterance to the following: "If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with right principles, with the just fear of God and our fellow men, we engrave on those tables something that will brighten through all eternity."

THE AMERICAN INSTITUTE OF INSTRUCTION.

BURLINGTON, VT., AUGUST 7TH, 1866.

THE thirty-seventh annual meeting of the American Institute of Instruction, which is not only the oldest of its character, but one of the most useful and influential in the country in promoting the cause of popular education, opened to-day in this city. About three hundred teachers, male and female, were present, besides many eminent college professors and educationalists. Among them are Rev. B. G. Northrop, Agent of the Massachusetts Board of Education, and President of the Institute; A. A. Miner, D.D., President of Tufts College; Horace Webster, LL.D., President of New-York University; John D. Philbrick, Esq., Superintendent of Public Schools, Boston; E. A. Hubbard, Esq., Superintendent of Public Schools, Springfield; D. B. Hagar, Esq., Principal of the State Normal School, Salem; Moses T. Brown, Esq., Professor of Elocution, recently from Cincinnati, Ohio; masters of the Bigelow, Franklin and Hancock Grammar Schools of Boston, and many others.

The exercises began with prayer by Rev. Mr. Morse, of Burlington; after which Professor Matthew H. Buckham, of the University, welcomed the Institute to Burlington in a short address. The President of the Institute, B. G. Northrop, of Framingham, Massachusetts, made an appropriate reply.

The Chair announced the customary committees, and the Treasurer's report was submitted by Wm. E. Sheldon, of Boston.

A discussion ensued on the following subject: 'Our Schools: their influence on Agriculture, Commerce, Manufactures, Civil Policy, and Morals'.

The discussion was opened by A. P. Stone, of Portland, who spoke of the relations of our educational institutions and commerce.

A. A. Miner, D.D., President of Tufts College, continued the discussion on the influence of the schools upon the morals of the people in an able address, which found a hearty response in the meeting.

Absalom Peters, D.D., formerly editor of the *American Journal of Education and College Review*, spoke next, and advocated the teaching of the truths of the Bible.

W. E. Sheldon, of the Hancock School, Boston, spoke of the methods to be adopted in applying the principles of truth practically by the teacher in the work in the schoolroom. He argued with earnest-

ness against the use of the rod in the training of girls: while he would not say that it was never needed, he thought the arts of peace and persuasion much better in forming character.

The discussion held the large audience for nearly three hours, and was continued by D. Crosby, of New Hampshire; J. J. Ladd, of Providence, R. I.; Dr. A. A. Miner, and Mr. Sheldon.

The city is overflowing with members. Almost every house is open, and the exercises are pronounced the best for the first session we have enjoyed for years.

At half-past five the Institute adjourned until the evening. The session in the evening was given up to a lecture by Mr. Moses T. Brown, on the subject of 'Reading as a Fine Art'. The hall was crowded, and the audience were greatly pleased with the matter and the manner of the speaker.

AUGUST 8TH, 1866.

After preliminary exercises, the Institute entered upon the consideration of the topic assigned for the first hour,—'Reading as a Fine Art',—and Prof. Lewis B. Monroe, of Boston; Messrs. M. T. Brown, of Boston; David Crosby, of Nashua, N. H.; Hon. Joseph White, Secretary of the Board of Education of Massachusetts; Dr. Miner, and Mr. Philbrick, of Boston, took part in the discussion.

At the end of the first hour the subject of 'Graded Schools' was taken up, and Hon. John D. Philbrick, Superintendent of Public Schools of Boston, opened the discussion, and spoke of the varieties of graded schools and the advantages to be derived from grading schools. Among the advantages were economy, discipline, the stimulus to promotion, the classification of teachers according to their adaptation to the duties to be performed, and others of a general character.

A recess of a few minutes followed, after which Rev. Milo C. Stebbins, of the Springfield High School, was introduced, and gave an interesting and suggestive lecture on 'Practicability'. At its conclusion the Institute adjourned until afternoon.

The session reöpened at 2½ o'clock, and the theme of discussion was 'Reconstruction in its relations to Education'. T. D. Adams, Esq., of the Newton High School, opened the debate. Harmony in all the parts was the essential condition of reconstruction, and this was precluded by the inequality arising from the ignorance of the great mass of the Southern people. Until this was removed by diffusing the principles of culture for all, black and white, it would be impossible to

have any real community of interest. Education must be the cement of the Union, and without it we should always be a dissevered people. The people of the South should have equal facilities for popular education with the people of the North, and it was our sovereign duty to furnish these for them.

The debate was continued by Messrs. L. E. Chittenden, late of the Treasury Department, Washington; Hill, of Lynn, Massachusetts; and Zalmon Richards, of Washington.

The consideration of the subject of Reading was resumed, and Messrs. Claflin, of Worcester; Chase, of Richmond, Va.; Prof. Buckham, of the Vermont University; Zalmon Richards, of Washington, D. C.; Mr. Slade, of Fall River; Hon. Joseph White, Secretary of the Board of Education of Massachusetts; and H. E. Sawyer, of New Britain, Connecticut; were among the speakers on the subject. Exercises in Elocution followed, conducted by Mr. Monroe, which terminated the business of the afternoon session.

At the evening session the exercises consisted of music by a volunteer quartette club, a lecture, by Prof. J. S. Tyler, of Amherst College, on 'Socrates as a Model Teacher', and readings by Mr. Monroe.

AUGUST 9TH, 1866.

The President called the meeting to order at 9 o'clock, and the exercises were opened with the singing of a hymn. Prayer was offered by the Rev. Mr. Ware, of Burlington. Mr. Converse, of Burlington, Vermont, spoke upon the personal influence of the teacher, and this was followed by a number of suggestions in relation to the study of the Constitutions of the United States and of the different states, made by Messrs. Ladd, of Providence; Sawyer, of Connecticut; Todd, of Massachusetts; Mowry, of Rhode Island; Sherwin of the English High School, Boston; and Philbrick, of Boston.

Mr. Hoyt, of Providence, Rhode Island, offered the following:

WHEREAS, it has pleased God to remove by death one of the original officers of this Institute, Rev. Francis Wayland, D.D., LL.D.; therefore,

Resolved, That in his death we recognize the loss of one whose pen, voice, and personal influence, have done much to advance the cause of education and mould the present age; and while we pay a tribute of respect to the memory of one so eminent as an educator, we would also gratefully recognize the services of the first president of the American Institute of Instruction.

Remarks eulogistic of the late Dr. Wayland were offered by Mr. Merritt Lyon, of Providence, Rhode Island; Prof. Albert Harkness,

of Brown University; and Mr. Mowry, of Rhode Island; and the resolution was adopted.

After a short recess, in the absence of Prof. Greene, of Brown University, who was announced to lecture at eleven o'clock, Hon. George F. Edmunds, United States Senator from Vermont, was invited to deliver an address.

The subject of Mr. Edmunds's address was 'Learning, the Principal Safeguard of Liberty and Order'.

"The events of the last six years", he said, have "immeasurably and disproportionately developed the physical arts and material forces, and have led us insensibly to a degree of blind adoration of every thing that can be felt and seen and heard, to the undue exclusion of those fundamental truths whence spring material productions of every nature, and of those high principles which produce and regulate every advance of society in its progress toward good." He then discussed briefly the proposition that learning has kept pace with civilization, and traced this from the beginning of the Christian Era, through the Middle Ages, to the present time. He showed by reference to history that there was a steady and constant relation between the safety of men in person, property and opinion, and the state of learning in the community. The illustrations of this truth drawn from Prussia, where intelligence prevails, and Spain, where ignorance is predominant, and from the Northern and Southern States of our Union, were exceedingly forcible and happily expressed. Mr. Edmunds alluded to the immense effect of learning and education upon the practical affairs of a state—upon its laws, its advancement in the arts, its social institutions. He also spoke of the value of learning in its higher sense, as affecting the growth and development of true liberty, and the stability of solid order in a state. "The long study necessary to sound learning involves also reflection and criticism; and thus, in general, the pursuit of learning not only stores the mind of man with all the best treasures accumulated by the labors of the past, but it produces that harmonious evolution of the faculties and capacities, in their relative subordination, which has been defined to be the end of liberal education. Thus armed and thus trained, the man of learning becomes a power in himself. He possesses not only the capacity for contest, but the materials of warfare. He is the knight who must defend the citadel of truth and justice against all fraud and all force. His glove must hang always from the planted spear in the open highway. The body of learned men—learned in the high, true sense—are to the world of knowledge and of practical affairs much what the church is to the world of morals: its highest and best interests and ends are under their guardianship; no interest or combination is too large for their power; no wrong or error is too minute for their observation. They can not be true to their great mission if they sit continually apart in their lofty solitudes in the sacred temples of their prophets and apostles. If, like Moses, they ascend to behold the ineffable brightness of the burning bush, they must, like him, also strike the rock and bring living waters to the people. As they receive the sacred tables of the law in mountains inaccessible to other men, they must descend and expound them to the tribes below. They must send their seers and warriors into the dusty arena of every-day life. Their voices and their weapons must be heard in the din of that strife between the holy aspirations that urge us forward and the appetites and passions that drag us down, which the morning sun evermore shines upon, from longitude to longitude, over all the earth. They must not wait for praises and cheers; they must aid the people, though the people heed them not. They must draw to themselves no one profession or calling, but into every department of human exertion they must enter. The duties and dangers and triumphs of the shop and the field educe benefits and blessings as great as those of the desk and the forum. On every outpost and in every line of

the great battle-field of life they must appear. Teaching, leading, guiding, warning, they must themselves not the less be open to instruction."

In conclusion Mr. Edmunds said: "Let me remind you that in true society there is a brotherhood in all pursuits and callings: that from those who toil in the field or in the forum, to those who watch, or study, or pray in the cloister, or trade in the marts, there run the cords of sympathy and the bonds of union. There are on every hand the same hopes, the same longings, and the same sorrows. We are not alone,—all are workers in the same vineyard, and will, if we work truly, all drink of the rewarding wine. We may not see the growth of our labors; we may not measure the good we have done; but nevertheless it *is* growth and it *is* good,—growth and good absolutely essential to the progress of the time. It may be the atom in the slowly-rising coral reef or the builded monument; but the reef and the monument are only the *many* atoms that compose them all—lifting them, however slowly and with no backward steps, to be the foundations of continents or the lofty tributes and memorials to great events. Let our continuance, then, in well-doing be patient; though the lingering years bring us no rewards, persistence and endurance are but other names for victory. And when at last the long results of time shall have shown our places and values in the rounded whole of this perpetual life of which we have spoken, though haply there may not, as around the heads of heroes, gather around us the lustre of many departed days in a radiance that culminates as it recedes, still we have some just place and share in the estimation which after-times will surely bestow upon the 'unknown soldiers' who have fallen on the battle-fields of life in the solitary glory of good deeds alone."

Mr. Edmunds's discourse was received with abundant applause.

In the afternoon letters were received and read from Rev. Dr. McCosh, of Queen's College, Belfast, Ireland; Señor Sarmiento, Minister Plenipotentiary of the Argentine Republic; Nathan Hedges, Esq., of Newark, New Jersey, and others. The following officers for the ensuing year were unanimously elected: *President*—William E. Sheldon, Boston, Massachusetts. [Nearly forty Vice-Presidents were also chosen.] *Recording Secretary*—Charles A. Morrill, Boston, Massachusetts. *Assistant Recording Secretary*—George T. Littlefield, Somerville, Massachusetts. *Corresponding Secretaries*—T. D. Adams, Newton, Massachusetts; J. J. Ladd, Providence, R. I. *Treasurer*—Granville B. Putnam, Boston, Massachusetts.

Mr. Claflin, of Worcester, offered resolutions on the death of James S. Eaton, of Andover; William J. Adams, and William B. Fowle, of Boston. The discussion on the subject of 'The Place of the Sciences and the Classics in a Liberal Education' ensued, the speakers being Prof. A. Harkness, of Brown University; and Prof. Atkinson, of Cambridge. The remaining hours of the afternoon session were devoted to illustrations of the system of 'object teaching'.

The evening session was taken up by speakers representing fifteen states and cities, and the British Provinces, who spoke briefly on general subjects. After singing 'Old Hundred', the Institute adjourned.

Correspondence Boston Daily Advertiser.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

Post-Office Address—"595 West-Washington St., Chicago."

SOLUTIONS.—10. $16\div2=8$=what he had when he came to 4th tav'n;
$8+16=24$; $24\div2=12$= " " " " 3d "
$12+16=28$; $28\div2=14$= " " " " 2d "
$14+16=30$; $30\div2=15$= " " " " 1st "
or what money he had at first.

General Solution. Let a=what money he had left at the last tavern, b =what he spent at each tavern, and n=the number of taverns visited.

Then $\frac{a+b}{2}$ =what he had when he came to nth or last tavern;

$\frac{a+(1+2)b}{2^2}$ = " " " " $(n-1)$th "

$\frac{a+(1+2+4)b}{2^3}$ = " " " " $(n-2)$th "

and, generally, $\frac{a+(1+2+4+\ldots+2^{n-1})b}{2^n}=\frac{a+(2^n-1)b}{2^n}$=what money he had when he came to the first tavern. ARTEMAS MARTIN.

11. If $\frac{5}{8}$ acres together with that which grows on the same for 3 weeks support 6 oxen and 50 sheep during 3 weeks, 1 acre together with what grows on it for 3 weeks will support $\frac{8}{5}$ of 6 oxen and 50 sheep, which is $\frac{48}{5}$ oxen and $\frac{400}{5}$ sheep.

If 1 acre together with what grows on it for 3 weeks support $\frac{48}{5}$ oxen and $\frac{400}{5}$ sheep during 3 weeks, for 1 week it will support 3 times as many oxen and sheep, which is $\frac{48}{5}$ oxen and $\frac{400}{5}$ sheep; *i.e.*,

(a) $\frac{48}{5}$ oxen and $\frac{400}{5}$ sheep will eat in 1 week 1 acre together with *what will grow on it during 3 weeks.*

In like manner, we get from second condition of question,

(b) $\frac{20}{5}$ oxen and $\frac{400}{5}$ sheep will eat in 1 week 1 acre together with *what will grow on it for 8 weeks.*

Subtracting (a) from (b), we get

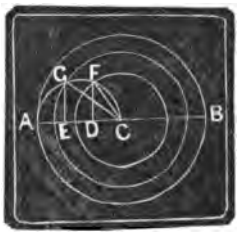
(c) $\frac{8}{5}$ oxen and $\frac{20}{5}$ sheep will be required to eat *simply what grows on 1 acre for 5 weeks.*

Adding (b) and (c), we get

(d) $\frac{28}{5}$ oxen and $\frac{420}{5}$ sheep will eat in 1 week 1 acre together with what will grow on it *for 13 weeks.*

If 1 acre together with what grows on it for 13 weeks will support $\frac{28}{5}$ oxen and $\frac{420}{5}$ sheep for 1 week, 65 acres will support 65 times $\frac{28}{5}$ oxen and $\frac{420}{5}$ sheep, which is 364 oxen and 1820 sheep, for 1 week.

If 65 acres together with what grows on it for 13 weeks will support 364 oxen and 1820 sheep for 1 week, for 13 weeks it will support but $\frac{1}{13}$ of 364 oxen and 1820 sheep, which is 28 oxen and 140 sheep, the answer required. SIGMA.



13. *Construction.* On the radius AC describe a semicircle; divide AC into three equal parts, and erect the perpendiculars DF, EG. Then, with centre C and radii CF, CG, describe circles, and it is done. For, by the nature of the circle, the squares of the chords or radii, CF, CG, are as the cosines CD, CE.

Calculation. $3 : 1 :: 15^2 : 75$; $\sqrt{75} = 5\sqrt{3} =$ 8.660254+ = CF = number of inches of the radius he must grind off who grinds last. $3 : 2 :: 15^2 : 150$; $\sqrt{150} = 5\sqrt{6} = 12.247448+ =$ CG. $12.247448 - 8.660254 = 3.587194 =$ what second must grind off. And $15 - 12.247448 = 2.752552 =$ what first man must grind off.

ARTEMAS MARTIN.

14. Let x=the number of oxen, y=the number of cows, z=the number of calves, and w=the number of sheep. Then, by the problem, $x+y+z+w=100$...[1], and $40x+20y+8z+2w=400$...[2]. Dividing [2] by 2, $20x+10y+4z+w=200$...[3]. Subtracting [1] from [3], $19x+9y+3z=100$... [4]. Therefore, by transposition and division, $3y+z=\frac{100-19x}{3}$...[5]. Now it is evident from the nature of the problem that the right-hand member of [5] must be a positive whole number; consequently, x can have only such values as will render $100-19x$ divisible by 3 without a remainder, which is the only condition imposed on x. If $x=1$, $3y+z=27$, and $y=\frac{27-z}{3}$. Therefore, z may be any number less than 27 that will make $27-z$ divisible by 3 without a remainder. Hence, z may be 3, 6, 9, 12, 15, 18, 21, or 24; and y=8, 7, 6, 5, 4, 3, 2, or 1. The corresponding values of w are 88, 86, 84, 82, 80, 78, 76, or 74.

If $x=4$, $3y+z=8$, and $y=\frac{8-z}{3}$, which is satisfied by $z=2$, and $z=5$. The resulting values of y are 2 and 1; and of w, 92 and 90.

$$\therefore \begin{array}{rl} x = & 1,\ 1,\ 1,\ 1,\ 1,\ 1,\ 1,\ 1,\ 4,\ 4. \\ y = & 8,\ 7,\ 6,\ 5,\ 4,\ 3,\ 2,\ 1,\ 2,\ 1. \\ z = & 3,\ 6,\ 9,\ 12,\ 15,\ 18,\ 21,\ 24,\ 2,\ 5. \\ w = & 88,\ 86,\ 84,\ 82,\ 80,\ 78,\ 76,\ 74,\ 92,\ 90. \end{array}$$

These appear to be all the integral solutions the problem will admit of, since no other values of x than 1 and 4 will satisfy [5].

Second Solution. The average price is $4 per head.

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
40	$\frac{1}{5}$	0	0	1	0	0	1
20	0	$\frac{1}{5}$	0	0	1	0	6
8	0	0	$\frac{1}{4}$	0	0	1	9
2	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	18	8	2	84
				19	9	3	

$19 + (6 \times 9) + (3 \times 9) = 100$. Column (4) plus 6 times column (5) plus 9 times column (6) gives column (7), which is one set of answers; and by using different multipliers all the answers in the other solution can be found. The reader is referred to Stoddard's Practical Arithmetic, chapter on Alligation, for explanations of this method of treating such questions.

ARTEMAS MARTIN.

Another Solution.

	1	2	3	4	5	6	7	8		*Proof.*
	40	1	...	...	1	...	...		1 × 40 =	40
4	20	...	1	...	...	8	...		8 × 20 =	160
	8	...	...	1	...	...	3		3 × 8 =	24
	2	18	8	2	18	64	6		88 × 2 =	176
		19	9	3	19	72	9	100		$400

We first obtain the proportional numbers as is shown by columns 2, 3, and 4. But the sum of these proportional numbers is 31, which is not a factor of 100; and since it is necessary to have whole numbers for an answer, we will consider the columns separately. The sum of column 2 (19) we subtract from 100 = 81; from 81 we continue to subtract the sum of column 4 until the remainder is a multiple of the sum of column 3; hence by taking 3 three times from 81 we have 72, which is a multiple of 9. Now since the sum of the numbers in column 4 has been subtracted 3 times, it is evident column 4 must be multiplied by 3; and as 9 is contained in 72 8 times, the numbers in 3d must be multiplied by 8. Therefore the numbers in 5, 6 and 7, summed in the 8th column, are the number of each kind required. *Ans.* 1 ox, 8 cows, 3 calves, 88 sheep.

$$\begin{array}{r} 100 \\ 19 \\ \hline 81 \\ 3 \\ \hline 78 \\ 3 \\ \hline 75 \\ 3 \\ \hline 9)72 \\ \hline 8 \end{array}$$

Z. TRUESDEL.

4. I think the solution to Problem 4 published in the June *Teacher* proceeds upon an assumption not warranted by the conditions of the problem. The *circular pyramidal solids referred to are not similar figures.* Let us see to what such an assumption would lead us. The length of the base of the exterior pyramidal solid is equal to the circumference of a circle whose diameter is the diameter of the stone diminished by twice the altitude of said pyramidal solid, say (taking J. M. K.'s figures), $93 - 51.078 = 41.922$ inches. $41.922 \times 3.1416 = 131.7+$ inches. Now the pyramidal solid which includes the entire stone, exclusive of the cylinder of waste about the axis, has for a base the circumference of a circle whose diameter is the diagonal of a square 4 inches on a side, say $3.1416\sqrt{32} = 17.77+$. Now if the solids are *similar*, the lengths of the bases are homologous dimensions, as well as the respective altitudes. We therefore have $1 : 5 :: (131.7)^3 : (17.77)^3$, a proportion sufficiently absurd to show the invalidity of the assumption. O. S. W.

PROBLEMS.—15. Find x and y from the equations $x^2 + xy + y^2 = 244$, and $x^4 + x^3y + x^2y^2 + xy^3 + y^4 = 33616$.

16. A farmer hired a laborer for 40 days, on condition that for every day he worked he should receive $3, but for every day he was idle he should pay $1 for his board and washing. At the expiration of the 40 days he received $100. How many days did he work, and how many days was he idle?

17. A pole 36 feet in hight, standing on the bank of a stream 24 feet wide, was broken by the force of the wind, but not severed, and the top just reached the opposite bank of the stream. Required, how high from the ground the pole was broken.

[These three problems from Artemas Martin.]

EDITOR'S DEPARTMENT.

EDITOR'S CHAIR.

THE FRUITS OF LIBERTY.—In a recent speech, General Howard reported that he had official notice of seventy thousand negro children attending school in the Southern States, and he knew of many self-supporting schools besides. He mentioned six colored schools in one town, Tallahassee; in Lynchburg he found a school taught by a colored man. The Freedmen's Bureau had secured school privileges in the labor contracts, he added. The *Macon Journal* reports that more than four thousand colored people, of both sexes and all ages, are attending schools in that city. "Whole regiments of colored people have learned to read," said General Howard, "and I should not be surprised to hear that on every plantation at the South some of the people know how to read." Six years ago men were hanged and women imprisoned for teaching colored children how to read. Six years hence a great part of these very colored people will be in the exercise of the elective franchise, with the voluntary consent of the communities in which they live, and as the natural result of their intelligence, enterprise, and good conduct.

BROTHER BRIGGS (he has disowned the family a little of late, but we do n't blame him, and shall continue to put the old handle to his name),—Brother Briggs, former editor of this journal, has been elected a member of the Chicago Board of Education. We are glad to know it. The interests of education are safer in no hands than in those of men who have been successful teachers. They know the wants of the schools, and can sympathize with the teachers in their labors and trials. Most cordially do we congratulate the City of Chicago on the choice of our old friend to that responsible position.

And so also do we feel on the reëlection to the same body of our old friend and former pupil D. S. Wentworth, for some years a very successful teacher in Chicago. Mr. Wentworth has already shown his interest in the schools by a careful attention to the business of the Board during his past membership of it. It makes us feel very *injuvenescent* to find the boys coming up into responsible official positions. But the wheels of time must roll on, and when they bring to the top such good fellows as these,—why, so be it, we say, with all our heart!

HON. SAMUEL W. MOULTON.—The familiar face of the President of the Illinois State Board of Education was much missed at the recent Normal Commencement, its owner having been detained at Washington by his official duties. It has since been our good fortune to greet the friend, whose services in the cause of education Illinois will not soon forget, upon the floor of Congress. We were gratified to learn from his associates that his faithfulness and ability as a legislator have won for him a high place in the esteem of his fellow members. Well would it be for the nation if all its Representatives at Washington were equally intelligent, efficient, and devoted to duty.

GRADED SCHOOLS.—In the Fifth Biennial Report of the Superintendent of PublicInstructionof the State of Illinois (1863—'64), whichhas lately been published, we find in the St. Clair County Report of E. J. Palmer, page 120, the following: "*Graded Schools.*—Save in Belleville, Mascoutah, and some other villages, we have no graded schools, and in those places their schools are not such as I understand to be graded schools, though termed such." Will not Mr. E. J. Palmer favor us in the next number of the *Teacher* with a definition of what *he* understands to be 'graded schools'? GEORGE BUNSEN.

Belleville, St. Clair County, Illinois, August, 1866.

CHICAGO.—Hon. J. L. Pickard, the efficient Superintendent of Schools in this city, has, after mature deliberation, declined the election to the presidency of the University of Wisconsin, tendered to him a second time by its Board of Regents. This act of Mr. Pickard's is a great good fortune to the cause of education here. It is largely to the credit of his able management that our schools have reached their high position in thoroughness and excellence. Immediately on the announcement of his determination to remain, the Board of Education raised his salary to $3,500. B. R. Cutter, Esq., has been reäppointed Principal of the Washington School. W.

DUPAGE COUNTY.—Our schools are attaining an excellence and thoroughness under the superintendence of Mr. Richmond which it is gratifying to think of and speak of. We all feel a just pride for our common-school system, and yet, without efficient management on the part of directors and the superintendent, a small part of the benefit that should accrue from the large outlay annually made is derived.

We are glad to learn that Superintendent Richmond is demanding more and more thoroughness on the part of those who would be teachers, for by this course only can our schools make the advancement desired. Teaching should become a profession, rather than a business to be engaged in merely to pay the way of some student through one of our academies or colleges. Our people will cordially sustain their superintendent of our common schools. They are the safety of the republic and the hope of the world. Northern Illinoian.

THE DAILY PUBLIC SCHOOL IN THE UNITED STATES is the title of a new book published by Lippincott & Co., in which are discussed at some length the faults of our common schools. Without accepting all the conclusions of the author, or sharing in many of his gloomy views, there is one thing to which he calls attention which seems worth more than a passing notice.

We have in most of the states, especially in the West, large school-funds; we have a more or less complicated system in each state, and now a National Bureau. Is there not some danger that the people, seeing the extensive machinery in apparently beautiful motion, may, if taxes for schools are not very high, lose their interest in the schools, and feel that there is little or nothing for them to do? Every teacher knows that it is difficult to call away the attention of a business man, even for a day, from merchandise and trade, to see what his Mary and John are doing in school; every teacher knows, too, that the earnest support of the parents of his pupils would greatly strengthen his hands. Any thing that tends to make the gap between the parent and the school wider than it now is, however much good it may do, must produce some evil results.

THE CONNECTICUT STATE NORMAL SCHOOL was organized in May, 1850. From that time to January, 1866, two thousand three hundred and four pupils were received. Every town in the state has been represented in the school. At the time of the latest statistics we have of all the older Normal Schools (1863), Connecticut had educated in her Normal School more teachers in proportion than had been educated in the normal schools of any other state. For several years, more than one hundred teachers have left this institution annually, to teach in common schools. Two years ago a careful investigation was made, and it was ascertained that about six hundred of the teachers then employed in common schools, or more than one-fourth of the whole number in the state, were from the Normal School. Conn. Com. Sch. Journal.

MASSACHUSETTS.—The semiannual examination of the State Normal School at Framingham, Mass., took place July 11.

Mr. Bigelow, the Principal, has resigned his position, which will hereafter be filled by Miss Annie J. Johnson, who has been an assistant teacher. Miss Johnson has been a successful teacher for some years, and is well qualified for this important place.

B. M. REYNOLDS, A.M., late Principal of the Lockport (Ill.) Union School, and formerly Superintendent at Rock Island, has recently been appointed Superintendent of Public Schools at Madison, Wisconsin: salary, $1,500.

THE STATE NORMAL SCHOOL IN MAINE has been very successful since its organization in 1864. The catalogue for this year contains 118 names.

POLYNESIAN LITERATURE.—The following is said to be the speech of the King of the Tonga Islands, at his reception in New York: "Plehn tee ufrum an lotz tudrynk, boolee furyu, buh lee furyu. Pipezen toob ac oren suth entoete, boolee furyu, buh lee furyu.

THE TEACHER'S ENCYCLOPÆDIA.—Teachers, as a class, can not provide themselves with encyclopædias, or such other books of reference as would aid them in their labors; but in the latest edition of Webster's magnificent Quarto Dictionary they have a worthy substitute. Whenever I meet teachers in their associations or institutes, or in private, I earnestly present to them the great advantage they would derive from having this work near them. It will tend to make them accurate, while the definitions and illustrations will suggest many new ideas for elaboration among their pupils. W. R. WHITE, State Sup't of Schools, West Virginia.

EVERY SATURDAY.—With the number for September 1st, *Every Saturday* was enlarged from 32 to 40 pages. The publishers say "The great success of the journal demands this enlargement. The conductors will hereafter introduce as a feature Serial Stories, in compliance with a general desire. They will select those of a first-class character, and of readable quality. 'Silcote of Silcote', by Henry Kingsley, has just been begun, and others will follow shortly. . . Translations from the French periodicals will form a regular and important feature. A most thrilling story from the French of Edmond About will be given in September."

MESSRS. SPEAKMAN & PROCTOR succeed to the business of Schermerhorn, Bancroft & Co. in Chicago, and are also agents for all the publications of Cowperthwait & Co., of Philadelphia.

MESSRS. R. S. DAVIS & Co., Boston, announce new editions of the valuable Mathematical Series of Benjamin Greenleaf.

MESSRS. E. H. BUTLER & Co., Philadelphia, continue to publish both series of Mitchell's Geographies, Goodrich's Histories, and other school-books of acknowledged merit. They have recently made some additions to their list.

NOTICES OF BOOKS, ETC.

SCHOOL-LAWS OF ILLINOIS, AS AMENDED FEB. 16, 1865; with Official and Judicial Decisions in relation to Common Schools. Second Edition,—revised and enlarged. By Newton Bateman, Superintendent of Public Instruction. 8vo., 244pp. Cloth. $1.75.

The first edition of this work having been exhausted, and the demand continuing, Dr. Bateman has issued a second edition, containing a large amount of new and valuable matter. The original work has been thoroughly revised, some portions, deemed superfluous, have been struck out, and new decisions, etc., amounting to somewhat more than one-fourth of the entire volume, have been added. It is a reliable and authoritative guide on all points arising under the school-law, and should be in the hands of every one, whether teacher or school officer, who has aught to do with administering the provisions of that law. E.

THE GOVERNMENT CLASS-BOOK. By Andrew W. Young, author of 'First Lessons in Civil Government', 'American Statesmen', etc. New York: Clark & Maynard. Chicago: Adams, Blackmer & Lyon. 12mo., 308pp. $1.25.

The importance of a knowledge of the principles of government is being more and more clearly demonstrated every year. Any system of politics or education which supposes our people able to fulfill the high duties of American citizens when they are ignorant of the spirit of republicanism, and of the rights and duties pertaining to citizenship in a republic, is palpably and seriously defective. If it is not the greatest fault in our common-school system, certainly it is one that ought not to be overlooked, that no greater provision has been made for instruction in this important subject. Though the need of such instruction has been seriously felt by teachers, no satisfactory results have hitherto been reached, for the want of suitable text-books. The one before us seems well adapted for use in the higher classes in all our common schools. It treats—first, of the Principles of Government and its different Forms; second, of State Governments; third, of the Government of the United States; fourth, of Common and Statutory Law; fifth, of the Law of Nations. These different topics are developed in a clear and simple manner, embracing enough of law to answer all the purposes of the great majority of our people. A knowledge of the contents of this book would save much doubt and anxiety, and many instances of petty litigation. W.

MONTEITH'S PHYSICAL AND INTERMEDIATE GEOGRAPHY. By James Monteith, author of a series of Geographies. New York: A. S. Barnes & Co.

In preparing this work, the author has departed from the method usually followed by writers upon this subject. The general divisions are—Part I, Physical; Part II, Local and Civil. Part I treats quite fully of the physical history of the Earth, from creation to the present time. The explanations of the different causes which have produced its present condition are clear, and are accompanied by beautiful illustrations, which in themselves are material for profitable study. The subjects of climate and vegetation are treated generally, and the learner is left to draw his own inferences for particular countries. The whole subject is treated according to the Object System, and is calculated to develop thoroughness and independence in the student. This part of the work embraces what is usually taught in Geology. Part II comprises maps with the usual questions, with routes of travel. The populations of cities and lengths of rivers and lakes are a desirable addition.

The work is deficient in what is generally taught under the heads of Mathematical and Political Geography, as well as in statements of the value and extent of products, commerce, manufactures, and some items of history generally embraced in similar works. W.

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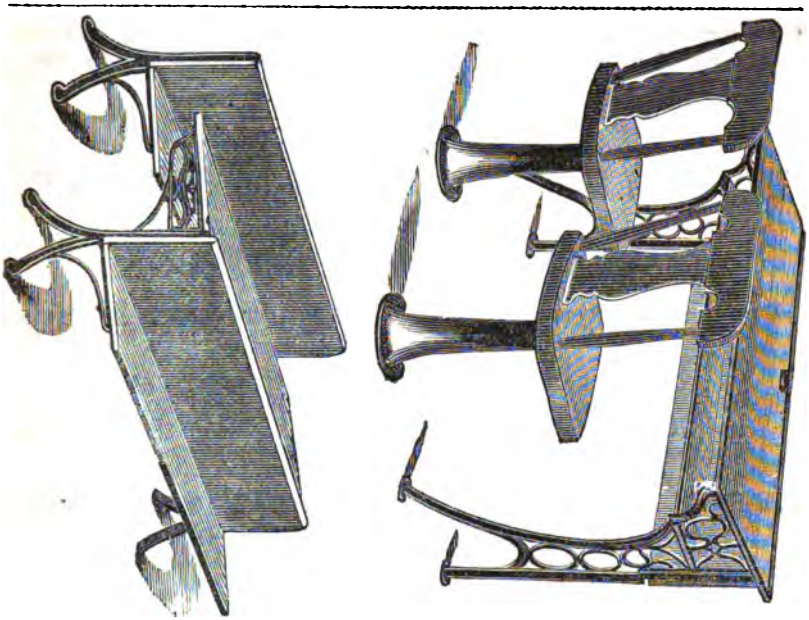
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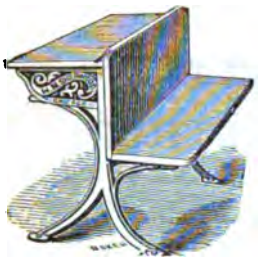
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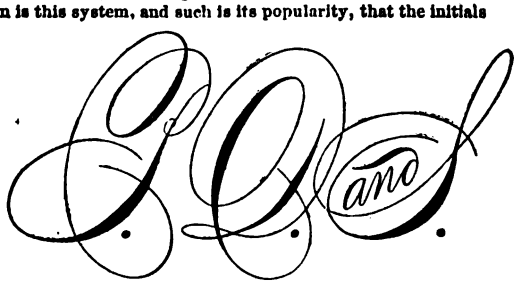
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cation that should deserve to be called liberal without the admission both of philology and mathematics as essential and fundamental ingredients. The only questions are, Are they the *only* possible ingredients? and, if not, To what extent should they be displaced by, or in what proportion should they be mingled with, other studies? A mixture of ingredients that would suit exactly one class of minds and answer perfectly for the attainment of one practical purpose may be wholly unsuited to another class of minds or a different object; and though it is of course quite impossible to meet all the varying shades of mental character by corresponding variations in mental training, and undesirable if it were possible (though we think that in our ordinary methods we do not consult these natural differences and aptitudes enough), yet there are certain broad lines which the future careers of men mark out, and for which it is possible to provide even in their early training.

Now, the divine, the lawyer, the scholar by profession, should early begin and thoroughly study philology as a mental training. The scientific engineer, whether civil or military, the architect and the builder, must begin early and carry very far a most thorough mathematical training. The chemist and the naturalist must cultivate his observing powers from his youth upward, and study early and late the philosophy of induction. To these last *we* would add the medical man, for we believe it would benefit him far more than Greek grammars; and perhaps the reason why medical science makes so little progress, and is a prey to all manner of quackeries, is that it is but just beginning to emancipate itself from mediæval superstitions, and place itself where it belongs, among the sciences of observation and induction.

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manner in which that study is pursued; and viewed in this light, *all* studies may be disciplinary, or the very reverse of disciplinary. To what percentage of the students in our colleges have the higher mathematics any mental value, as the study of them is usually pursued? On the other hand, though History may be made a mere concatenation of lifeless events, can it not be studied so as to bring into action a great many of the student's best powers? Do not mental and moral philosophy furnish a training which can be followed quite independent of that knowledge of classic verbal niceties which is so apt to make word-mongers, and hair-splitters, and men of barren formulæ, in stead of thinkers? Again, does it not behoove the young citizens of a free republic to begin betimes the philosophic study of those laws they are to live under and help make, or shall we always be left a prey to the sophistries of legal demagogues? Will any one undertake to say that in the study of law, rightly pursued, there is no mental training? or that all the law must of necessity be confined within the walls of a few technical law-schools? In our view, the more widely a sound knowledge of its principles is spread as a part of a general education, the less need there will be of multiplying those law-schools and all the endless technicalities on which they depend for their existence.

And finally, and more important to the business man than all the rest, Why should not the laws of his very business be made to yield a discipline to his mind? Is not political economy a recognized and a difficult science? Has not trade its laws? and in the multitude of products with which the merchant deals—in their nature, the laws which govern their production, and the processes which enter into their preparation for the uses of man—is there not a boundless field for the highest exercise of the mental faculties, and for an education which is all the more valuable for not stopping when the doors of the college are left behind, but for furnishing the materials for a mental discipline which need end only with life? If we would relieve trade from the reproach which now attaches to it of being pursued only for low and mercenary ends, we must raise up a generation of *educated merchants*,—of men educated not *from* but *for* their profession, who will not look down upon their own calling, but will compel others to look up to it, through the liberal and enlightened spirit in which they pursue it, and the proof they give that its pursuit is consistent with and may be made a true element in a really *liberal* culture.

Massachusetts Teacher.

ORAL INSTRUCTION: ITS PHILOSOPHY AND METHODS.*

BY MRS. MARY HOWE SMITH.

THE last half-century is probably unrivaled, certainly unsurpassed, in progress by any corresponding period in the world's history. Invention after invention has been brought to light, and has been applied to practical life by this eminently practical age, until it would seem that the machinery of material civilization rapidly approaches its completion. With mechanical instruments of every kind brought to a high degree of perfection, thus multiplying by thousands the workers of the hive; with railroads annihilating space, and thus increasing by many years the actual working-time of man's life; with lines of telegraph flashing intelligence almost instantaneously from one end of the civilized world to the other, and soon to encircle the entire globe with a band of light; there seems to be nothing wanting in the instrumentalities of civilization.

This great increase in the actual working force of humanity has released many heretofore occupied in subjugating nature and converting her vast stores of wealth into forms available in the supply of our physical wants; and they are thus free to labor in the higher realms of the intellectual and the spiritual. As a consequence, correspondingly great advances have been made throughout the whole range of physical, moral and social science.

The geologist has gone down into the secret chambers of the earth, and read from the mystic pages hidden there the history of her progress through interminable ages, from the moment the first command went forth "Let there be light!" to the time when she stood complete, glorious in her beauty and purity, arrayed in her 'wedding garment' and ready for the coming of her lord. The astronomer — not content with weighing and measuring the heavenly orbs, tracking their wanderings through space and discovering the secret of their gathering themselves together in radiant families — must e'en call the chemist to his aid, imprison the glowing beams, and compel them to reveal the constituent elements of the bodies whence they come. The geographer has learned to consider the 'great globe itself' as a magnificent mechanism, prepared by the Creator for the accomplishment of no less a purpose than the training of humanity for its future of glory.

*Delivered before the Normal Association at Indianapolis, August 14th, 1866.

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THE

Illinois Teacher:

DEVOTED TO

Education, Science, and Free Schools.

RICHARD EDWARDS, EDITOR, Normal.
S. H. WHITE, MATHEMATICAL EDITOR, Chicago.

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ORAL TEACHING.*

BY EDWIN C. HEWETT.

SCHOOL-GOING has, or ought to have, two objects,—Education and Learning,—Development and Acquisition: its true purposes are to aid the pupil to become and to get. These two purposes, though they may be distinctly seen and separately stated, are not easily dissociated in any proper system of education. Acquisition strengthens the power to acquire,—at least, if properly made; and every increase of power makes new acquisition more easy. There are scarcely any proper school or educational exercises that do not, more or less perfectly, serve both purposes of school-going.

True, there are those who seem to think that the only object of schools is to help the pupil to a stock of knowledge; and they estimate the value of a school, and of a teacher's services, by the number of facts the pupil has been able to store away in his memory. In fact, if we probe the matter somewhat deeply, I fear we shall find this view much more prevalent than any one with just educational ideas could wish. Which seems to be the common aim of examinations,—whether of pupils or of candidates for the teacher's office,—is it to find what the candidate can do, or what he has learned?

On the other hand, there are not wanting those who are ready to advocate certain school exercises and processes, simply for the power they are supposed to give: they are defended on the ground that they are merely mental gymnastics. But I see not why each exercise, at the same time that it imparts strength, may not serve a utilitarian purpose. Our faculties and powers grow by use. If we wish to strengthen the Memory, may it not be as well done by learning algebraic formulæ, the latitude and longitude of places, lists of rulers and sovereigns, or the ten commandments, as by learning that which has in itself no

* A paper read before the American Normal Association, at Indianapolis, August 14th, 1866.

value? May not the Reasoning powers be as well developed by the processes of geometry, which may help to lay out roads or measure the distances of the planets, as in the endless and futile sophisms of the mediæval schoolmen? Why may not the Perceptives be as well trained in observing the peculiarities of bark and leaves, in studying and classifying bugs and birds, as in the observation of things that take no hold on our every-day life?

But, while we recognize and defend the twofold purpose of school-training, there ought to be no doubt that development is better than mere acquisition. Development is fundamental; acquisition will follow it. Development is the nobler part of education; in fact, etymologically, it is about the whole of it. The acquisition of knowledge,—if it be real, and not a mere gathering of the signs of knowledge, words,—can hardly fail to foster development. And yet, shall we not all confess the truth of the philosopher's words: "Neither is there found any proportion between the *possession* of truths and the *development* of the mind in which they are deposited. Every *learner* in science is now familiar with more truths than Aristotle or Plato ever dreamed of knowing; yet, compared with the Stagyrite or the Athenian, very few among the *masters* of modern science rank higher than intellectual barbarians."? Still, we think, development—education—must come to us chiefly through the process of gathering; really, it came thus to those giants of old. The reason why they so far overtopped the moderns in power is that,—in addition, perhaps, to the germs of greater strength,—their gathering was accomplished more completely by themselves,—less at second-hand,—and by the overcoming of greater obstacles.

And here let us stop a moment to examine these familiar, hackneyed words,—'Education', 'Development'. Their meaning is much the same: neither contains the remotest suggestion of creation. To educate is merely to lead out; but, at least, the germ of the thing to be led out must be already present. To develop is to take the cover off, to unveil; but no removal of covering will bring to sight what does not now exist. It follows, then, that, as men are created with the germs of powers widely differing, no systems of education can, or ought to, make all men alike. 'T is often said that "a man may become whatever he wills." This is true, as a lamented friend was wont to say, only 'within certain great limits'. Away with the teaching that every man may make a Newton or a Michel Angelo. Had Newton himself attempted the work of Angelo, we should have lost the philosopher without gaining another great artist. On the other hand, had Angelo given himself to the Mathematics, he never could have written the Principia, but we should have missed St. Peter's dome.

That remark of Kirke White's, that he would leave writing verses and attend thoroughly to mathematics, because he more than half suspected himself of a dislike for them, is worthy of only partial commendation. Had he lived, he might probably have filled an honorable

place among the poets; but it is very doubtful if his mathematics would have greatly benefited either himself or the world, especially if he really had a natural dislike for them. Shall we agree, then, that true development is the *great* purpose of school-going? and the development of the individual as God has made him, and not as some one else is made? And, as no nursery-man spends his time chiefly in nursing his inferior trees to the neglect of the promising ones, and no stock-raiser cares chiefly for the infirm and feeble of his flock, shall we not give our best efforts as teachers to the superior training of those powers which any individual pupil may possess in a high degree, in stead of spending the best of our strength and his in the vain attempt to make him altogether conform to some fancied general symmetry?

I would not decry symmetrical development: but some of you will remember that, according to the proverb, there are materials from which it is impossible to make a *silk purse* or a *whistle*. I fear, some times, in these days of famous educational systems and hobbies, of class-training and graded schools, we shall do our work too much by the wholesale and in the mass; and I can but believe that every true teacher should be especially on the alert, now, for individual peculiarities, and in adapting at least a part of his efforts to promote their growth and perfection.

If Development, or real Education, comes chiefly by the means of acquisition, it becomes us to inquire in what way the acquisition is made. I know of but two methods of obtaining knowledge, viz., by original investigation, and by receiving from others,—that is, by tradition. It is idle to deny the importance or the usefulness of either method. To cut ourselves off from original discovery or invention is to put an end to all progress,—to become at once like the Chinese,—to acknowledge that the "former days were better than these", truly, which, the wise man says, "is not to inquire wisely." To reject all that antiquity has done is to render ourselves beggars, and to compel the present to do over again all the work of the past.

We are far from adopting the extreme theory of some, that books are useless or harmful in correct teaching, and that the pupil is to find out every thing for himself. Yet, there is little doubt that the greatest error in our schools in the past, and perhaps at present, is too great slavishness to books. I need not tell you how often the memorizing of the text-book—and frequently the *words* of the book only, with but the faintest or no conception of their value—takes the place of real learning. If our books were the best possible, this were bad enough; but, with such crude, imperfect, and often inaccurate, books as we have, it is far worse; and the only thing more pernicious would be to discard books entirely, at least until we can get a better-trained class of teachers than the present generation is like to give us.

Let us attend a little to the two ways of learning that we have indicated, and inquire what is the need of the living, oral teacher in each. Original investigation is the earliest and chief business of the child.

No sooner does he open his eyes in this wonderful world, than he begins his investigations. But, like the partially-restored blind man, he sees 'men as trees walking', the moon is as near as the lamp. How necessary to the young philosopher the aid of the mother or teacher! and how important to the little learner that his guides should not be of the number who, 'having eyes, see not, and having ears, hear not'! What can an Agassiz see, as with the eye of a microscope, to which you and I are as blind as the crawling mole! Still, many of the child's questions must go unanswered, even if he be under the guidance of the wisest.

But, not only in the training of the perceptive faculties and in the study of Nature is it important that the pupil be guided by an intelligent teacher, but also in his early acquaintance with school studies he may be led to find out many things for himself better than to be taught those things in any other way. He who does not know that 'two and two make four' is said to be very ignorant; but no one *possesses* that early truth as his own property until he finds it out by his own investigation. The pupil need not be told dogmatically that *a* represents four sounds in the English language: help him, and he will discover it for himself. Why tell the pupil, to begin with, that "an island is a body of land surrounded by water"? By the help of his imagination, or of a picture, or, better yet, by seeing a real island, let him become familiar with the fact; then put it in words for him, or, aid *him* to do it.

It were easy to multiply examples in every one of the school studies: but we may say, in brief, that no fact or definition will ever be the pupil's own until he has acquired it by some labor of his own much akin to original investigation; and happy is that pupil who, in these early forays into the domain of science, has a competent guide, with a clear head, and a tongue equally ready to move or to rest, as occasion may require.

But, is it objected that, in this way, we are doing what I just now condemned,—that is, throwing away what others have done, and obliging the pupil to do it all over for himself? Not so. It was easy for the courtiers to make the egg stand on end when Columbus had showed them how; but only one egg stood by his action: so it was easy for the European after Columbus to discover America; but no one of them discovered America without making the voyage. No reading of the account of Columbus really showed Cat Island or Cuba to a single Spaniard.

But, is it again objected that time is wasted in this way? that the pupil knows enough about an island when he has well learned the definition, without any such trouble as we recommend? This leads me to speak of the necessity of oral teaching in connection with the acquisition of knowledge from books; for I conceive that we here touch the most fatal error in our schools. How long before parents and teachers will learn that a pupil may recite words with the utmost correctness and glibness, and yet be as ignorant of their meaning as a Hottentot?

In fact, not seldom the words, like racers, run with the more ease the less weight they carry. Old Shenstone had a truer conception when he writes of

> "Learning's imps,
> Who, cheerless, o'er her darkling region stray,
> Till Reason's morn arise and light them on their way."

After careful thought and research, we come fully to comprehend the truth that "the square of the sum of two quantities is equal to the square of the first, plus twice the product of the two, plus the square of the second"; and when the tyro in Algebra jabbers off this formula, we vainly fancy that it means as much to him as it means to us. Said one of a smart class in Geography, "Latitude is distance from the Equator neither North or South." He had probably given it so twenty times; but a little rapidity or indistinctness had hid the mistake from his teacher till a visitor discovered it. Still, this absurd statement was as good to that pupil, in every respect, as the right one.

To my mind, the strangest of all the strange things in respect to Pestalozzi is that he, after his full and clear enunciation of educational principles as enduring as the eternal hills, should have fallen into just this mistake, and should have taken for granted that, when his pupils made his statements after him, they comprehended all the ideas those statements covered; and more absurd still, that he should believe—and actually attempt it—that he could write down correct processes of teaching in a book in such a way that, by its aid, the most stupid could teach as well as the most intelligent. And yet, when I see some of the famous minute systems of Object Lessons now published and used, I query if Pestalozzi's mistake died with him.

The philosophy of this mistake can be stated, I think, in a single proposition,—viz., *the mind of the hearer will always determine the value of a word to him.* Trench says "You can not impart to any man more than the words which he understands either now contain or can be made intelligibly to him to contain."

You will not suspect me of an attempt to be original when I ay words are like coins. But what gives coins their value? To be sure, they must contain real metal, and they must bear the stamp of authority; but this is not all. The value is chiefly determined by the state or condition of the possessor. The dime, to the rich spendthrift, may mean only an inferior cigar or a drink of whisky; to the poor widow it means the loaf of bread that may save the life of her starving child. To the poor laborer, the dollar he receives at night stands for a long day's work in the broiling sun, or it may mean the food or clothing for which the dear ones at home are suffering. To the child, or the savage, neither the metal nor the stamp determines the value of the coin: it is its color, size, or jingle; the bright cent or the glittering bead may be worth more than the tarnished dollar or double-eagle.

A few days since, a curious friend, somewhat advanced in years, was discoursing to me most enthusiastically concerning an old silver coin

that had been picked up some where in the wilds of Wisconsin. Its intrinsic value was about two dollars. But what was it worth to him? It was an old European coin struck in honor of the Peace of Westphalia; and, although the time was two o'clock in the morning, and my friend had just risen from a little nap to take the train, yet, as he drew from his pocket a photograph of the precious coin and explained to me its curious legend, the memory of what that coin meant — the history of the Thirty-Years War, and the grand facts connected with the important peace that closed it — caused a wonderful light under his spectacles. He had also a photograph of a coin struck by Philip of Macedon,—perhaps from the gold of the Chersonesus, which that monarch knew so well how to use; but, I am sure, it would have taken a greater sum of Philip's gold to buy from my friend even the shadows of those two coins than was often sufficient to bribe an Athenian orator, or to open the gates of a hostile city.

All that has here been said in respect to coins will apply equally well in respect to the value men find in words: some word which opens up a whole volume of history,—which is itself, as Trench says, 'fossil history',—will kindle in the eye of an appreciative man as vivid a glow as shone in the eyes of my curious friend on that June morning. As the child and the savage judge of coins, so will the untutored and the thoughtless regard the words we use: their length and jingle make their value. How much sweeter is the sound of some high-wrought, foreign phrase than that of the plain Saxon, whose meaning is as accessible as the chestnut just fallen from the burr! "Pastor," said an old deacon, "do you not understand Latin?" "Yes," was the answer. "Why, then, do you never put any in your sermons?" "Would *you* understand it, if I did?" said the pastor. "No; but we pay for the best,—and we want it."

As the spendthrift regards and uses the money in his pocket, so does the thoughtless pupil regard the precious words with which we are so careful to fill his memory. They will be worth little to any one to whom they do not represent past toil and present use. As two things — intrinsic value and an appreciation in the possessor — are necessary to the worth of a coin, so precisely the same two things are essential to the worth of every word we learn or use. And this appreciation rarely, or never, is a spontaneous growth. Any living teacher, with the living voice, and with ingenious, well-expressed thought, must make words *real* to the mind of the child,—must lead him to the actual things of which the words he learns are only the signs.

The criticisms made by good old Comenius upon the methods of teaching in vogue in his day have not yet lost their force, although more than two hundred years have passed since they were written: "To instruct youth well is not to cram them with a *mish-mash* of words, phrases, sentences, and opinions, gathered from reading various authors, but to open their understandings to the things themselves; so that from them, as from living springs, many streamlets may flow."

"Hitherto the schools have done nothing with the view of developing children, like young trees, from the growing impulse of their own roots, but with that of hanging them over with twigs broken off elsewhere. They teach youth to adorn themselves with others' feathers, like the crow in Æsop's fables. They do not show them things themselves as they are, but tell them what one, and another, and a third, and a tenth, has thought and written about them; so that it is thought a mark of great wisdom for a man to know a great many opinions which contradict each other."

A celebrated writer * of English history, in more recent times, uses similar language: "The memory is by no means the faculty which it is (most) important in education to cultivate; very far from it . . . The originating powers most require cultivation. Men must be enabled to think for themselves, not learn what we think." Quotations from the soundest writers on Education, both ancient and modern, in condemnation of rote learning, might be adduced, *ad infinitum*. And yet the vicious system continues and finds advocates, and will do so until judicious oral teaching, conducted by teachers fitted for their work, shall become far more common than it is at present. Just now, the main aim of one of the oldest and best of the Teachers' Journals in the United States seems to be to show up, condemn, and correct, this very evil.

But children are, nevertheless, frequently taught, as Hamlet read, "Words, words, my lord"; and the correct, prompt repetition of words, understood or not, wins medals and applause. Not seldom, I fear, were the test applied, the result would be as humiliating as in the case reported by one of the Royal Inspectors in England, some ten years ago. Two children, about eleven years old, and exhibiting more than usual intelligence, were asked to write down several answers from the catechism, which they had repeated, week days and Sundays, one half-hour each day, for four or five years. The result, in respect to one answer, was as follows: "My duty toads God is to bleed in him to fearing and to loaf withold your arts withold my mine withold my sold and with my sernth to whirchp and to give thinks to put my old trast in him to call upon him to onner his old name and his world and to save him truly all the days of my life's end." I can give you but little idea of the spelling, of course; but the inspector remarks that "the error is not a mere matter of spelling, not a phonetic expression of ideas that are understood, but that it involves absolute nonapprehension of the meaning."

By such training, not only is the mind allowed to sleep, but a premium is given for slumber. And how much like this passes for Education, now and here! What need for the competent teacher to 'wake up mind', as Mr. Page well expresses it, by bringing his own mind into living, earnest contact with the mind of the pupil! A mind not

* Froude.

essentially diseased will never again be satisfied with such miserable word-work, if it has once been thoroughly 'waked up'.

A very excellent writer on this subject says: "The pupil whose intellect has once been aroused can not help striving, partially at least, to understand what he hears or learns, and can not fasten his attention upon sounds that are unintelligible to him. The pupil whose intellect has slumbered while his senses have been active remembers sounds with facility, and is content to attach no meaning to them. He substitutes the appearance of knowledge for the reality,—the sign for the thing signified,—words for ideas,—answers for information. His verbal knowledge is often so accurate as to prevent the slightest suspicion of the utter mental darkness that it veils."

I have dwelt long upon the *importance* of oral teaching,—which, by the way, is about the only teaching; for, to read questions from a book and to hear the answers from a book about as much resembles real teaching as whitewashing a barn resembles the painting of Angelo's frescoes. I might add to what I have already said that there are many things important for the pupil to learn in his school-days that he will not find in his school-books. I have no doubt that we have prescribed studies enough in our schools already; but, by attending to judicious oral lessons, not only will the pupil's mind be waked up, the words of his book have a meaning, and his power to investigate for himself be developed and strengthened, but he will acquire a fund of knowledge supplemental to that in his books, and not less essential to him.

It now only remains to make a few suggestions respecting the preparing and conducting of oral lessons; and I remark,—They must be well considered, and carefully prepared, beforehand. Mere rambling talks are of but little value any where; and the hours of school are too few to allow any part of them to be thus wasted. Each exercise ought to have some definite aim,—some one or more leading things which it is proposed to teach; and the steps by which the grand result is to be reached should be carefully arranged. Not that the whole conversation can well be devised beforehand, for it is desirable that conversation between pupils and teacher should be full and free; but the conclusions in every case can be fixed in the mind of the teacher, and should be cast in exact and perspicuous language,—words fit to be written down by the pupil and treasured in his memory. All that was said about words as compared to coins—and more, too—should be regarded now.

Not only should the teacher see clearly the point he intends to reach, but he must take the utmost care that the point be really attained by the mind of the pupil; no side questions must be allowed to obscure the main thought; no apparent comprehension on the pupil's part must satisfy till it is known to be real. Some of you remember the story of the Sunday-school teacher's illustration of the meaning of Faith, and its result. To make the subject clear, he called the attention of his class to a boat floating on a neighboring stream, which could

be seen through the window. "Boys, do you see that boat?" "Yes, sir." "Can you see the bottom of it?" "No, sir." "Do you know what is on the bottom of it?" "No, sir." "Well, if I should tell you that a leg of muton is on the bottom of that boat, would you believe it?" "Yes, sir." "Well, that would be faith." On the next Sunday, wishing to review his instruction, the first question was, "Well, who can tell me what faith is?" Every hand was raised. "Johnny, you may tell." "A leg of mutton in a boat, sir," was the prompt reply.

Besides knowing clearly what he means to do, the teacher must take good care not to undertake too much at one time. Perhaps — especially with a young teacher — this mistake is more likely to occur than almost any other. Do not forget that all of your own clear thoughts and ideas have taken much time in their elaboration; and is it fair to suppose that the pupils can grasp the subject fully in much less time than you required, no matter how well you may present it?

Again, your oral lessons should follow one another logically, and should be progressive. I have no doubt that many a teacher, whose oral lessons have begun with much promise, has given them up in disgust, and settled down to the humdrum book-drill, much to the relief both of himself and his pupils, simply from disregard to this point. In not a few schools in our cities and large towns, where oral lessons, or object lessons, are required by the school authorities, it is no strange thing to find the pupils of a comparatively high grade going through the same lessons as those in a grade far below them, and often with a listlessness and lack of interest that are more painful than the dullest *memoriter* recitation.

Another frequent cause of failure lies in the fact that the pupil is required to do no part of the work. Certain things are told him, and some times told in such a way as neither to excite his interest nor to reach his comprehension. If the exercise be a successful one, it must begin with something already familiar to the learner; each new thing must follow from the last, and no result must be reached till the pupil's mind has been put on the stretch for it; and, finally, the results must be clearly grouped and secured, so that they may be ready for use hereafter.

The lesson, therefore, is a mutual work of both teacher and pupils; and this leads me to say that there must be great sympathy between the two, both in feeling and thought. The teacher must not place himself upon a high plane, and say authoritatively "Come up hither"; but, descending to the pupil's own plane, he must take the steps with him, however often he may have trodden the same path. He must be ready to meet every obstacle with his pupil, guide him or lift him just enough to enable him to surmount it, and no more; and, when the top is reached, they must share a common triumph. Says an old German writer, * "The pupil should not be frightened at his teacher,

* Wolfgang Ratich.

but should hold him in love and reverence"; and what can foster such a state of feeling better than the sharing of common labors and common victories?

Again, nothing is more important than that oral exercises, or their results at least, should be reviewed, and repeated, if necessary. The necessity will surely arise, oftener than the most patient teacher could wish. Says the same old writer, "Every thing should be repeated. It is incredible, what may be accomplished by the frequent repetition of one thing." As I have already hinted, repetition may be abused: the pupil should not be allowed to be careless, knowing that repetition will make up for lack of attention. But, at best, repetition, frequent and thorough, will be often necessary. Wesley's mother was asked, "How can you have patience to tell that child the same thing twenty times?" "Because, if I should stop at the nineteenth, I should lose all my labor," said the wise and noble woman. I guess—being a Yankee—that fully half of our oral lessons, whether they be talks to children, object lessons, scientific lectures in academies, or courses of lectures in professional schools and universities, are lost to the hearers, merely from the lack of review and repetition. My old teacher used to say that he thought school lectures would usually benefit the pupils about as much if they were printed, and a decoction of the leaves administered as a drink.

Once more: Oral lessons, especially with pupils of some age, must not be substituted for good, thorough work with books. The pupil's intellect, like his body, will grow only in consequence of his own efforts; although there are those who seem to think that it is the teacher's office to do the pupil's labor for him. His intellect will grow by such a process about as much as his body will grow from the influence of his teacher's food and exercise. Books are the storehouse of the world's knowledge; and it is one purpose of school-learning to become acquainted with them, and to learn how to use them. True, they may be abused; but they can not be discarded by any one who seeks either strength of mind or a store of knowledge; and our oral teaching should help in the use of books, but by no means should be suffered to usurp their place.

Finally, the *good teacher* is the most essential thing in order to successful teaching. He teaches by his example, by his spirit, by his presence, as much as by his direct efforts. His pupils regard him—and it is fortunate they do, if he be a true teacher—as Shenstone says of his schoolmistress,—

> "They in gaping wonderment abound,
> And think, no doubt, she been the greatest wight on ground."

He must be a man of large heart,—of ready sympathy,—of generous culture,—interested in his business,—with a true regard and respect for children and for his work,—acquainted with good systems of instruction, but a slave to no system. He must be a man fertile in re-

sources: you will remember the admirable example given by Mr. Page, respecting the explanation of the technical word 'media' to a class in Natural Philosophy. The good teacher is above, and beyond, all systems of instruction, however good. Fine and commodious houses, extensive and convenient apparatus, large endowments, good systems, are all well; but none of these, nor all combined, can make a good school, whether we call it a common school, or a university; while any, or all, of these may be wanting, and yet the school be a great success, if only the good teacher be present.

In these days, when we are making such astonishing material progress,—these days of railroads, steamboats, needle guns, sulky plows, and patent reapers,—these days, when we read in the morning papers the London news of yesterday,—the idea seems to prevail that a railroad into the domain of knowledge has been invented, or is about to be invented; that some grand system of teaching this, that and the other science may be devised, on which we have simply to take a passage, and we shall arrive at our destination by lightning express. And so we find teachers discussing the *best method* of teaching Geography, Arithmetic, etc.,—as though such a thing could be found! I think I know something of the principles underlying any good teaching of Geography, for instance,—and I think I know some good methods of doing it; but that the *best method* has been discovered by myself or any one else, or that it ever will be discovered, I do not believe. 'There is no royal road to Geometry', even in this 'Nineteenth Century'; neither have I heard, nor do I expect to hear, of a royal road, or a railroad, to any branch of human knowledge.

Just now, I believe, the favorite hobby is that of Object Lessons; and we have swarms of books—some good, some bad, and more indifferent —setting forth the wonderful 'new system',—as though learning by objects in stead of by description were a new thing! Why, the Great Teacher himself taught by this system, eighteen hundred years ago. What was it but an Object Lesson, when he taught his hearers to yield obedience both to human and divine governments, by the use of the penny? Object teaching is the substructure of all Bacon's Philosophy. The German writer from whom I have already quoted says "Oral instruction in this study [Geometry] would be of little use, if the teacher should not display before his scholars some actual body, or drawing on the blackboard. an obtuse or acute angle, a circle, etc." This was the idea of Comenius, as may be drawn from the quotations already cited. It is said of him, "He desired that the beginning of teaching should always be made by means of dealing with natural things." He says "Our children grow weary of their books, because they are overfilled with things which have to be explained by the help of words,—things which the boys have never seen, and of which the teachers know nothing." *Things, not words*, is the grand central truth of Pestalozzi's writings; and it argues nothing against its soundness that he so sadly disregarded his own precept in his actual practice. It may be

that there is a new awakening to this old truth; and it is fortunate that it is so, if we do not 'run the thing into the ground', to use a slang phrase,—for which pardon me.

Many seem to think that it is the chief business of normal schools to furnish their pupils with these 'best methods',—these new and wonderful systems,—which they may go forth and use in their schools with as much ease and satisfaction as the vagrant Italian turns out the most difficult music on his barrel-organ. There are good methods and systems, and there are bad ones. The schools need the good ones, and the normal schools should furnish some of them to their pupils. But the great need is not systems, but teachers; and the great business of the normal schools is to furnish teachers, not systems nor methods,—teachers of large hearts, thorough culture, fertility of resource, earnestness of purpose, devoted to their work, to whom it shall be no drudgery nor a grim joke, but a

> "Delightful task, to *rear* the tender thought,
> And teach the young idea *how* to shoot."

[NOTE.—Three errors in the foregoing paper escaped notice until after the pages in which they occur were printed. In justice to the author, we here note the corrections. Page 298, 11th line from foot of page, for 'Any' read 'The'; page 300, beginning of 2d full paragraph, after 'dwelt' insert 'thus'; on same page, insert 'Again,' at beginning of last paragraph.—PUBLISHER.]

NATIONAL TEACHERS' ASSOCIATION.

THE meeting of this Association was held at Indianapolis, on the 15th 16th and 17th of August. Owing to the prevalence of the cholera in many of the western cities, there was a smaller attendance than usual. The exercises were of unusual excellence. The papers were brief and pointed, and the discussions earnest and animated. Twenty different states were represented, and one of the great features of the meeting was free and friendly exchange of views by men from sections so wide apart upon the educational condition of different portions of the country, and upon the great question of educational reconstruction in the states recently in rebellion.

The Association met in the assembly-room of the First Baptist Church, and was warmly welcomed by his Excellency Gov. Morton of Indiana. In his speech, the Governor recognized a system of free schools as the great conservator of the principles underlying the republican form of government, and forcibly urged the necessity of educating the youth of the land in a knowledge and appreciation of those principles, and a spirit of loyalty and respect to the constituted authorities.

The President, Prof. J. P. Wickersham, of Pennsylvania, returned the thanks of the Association to the Governor for his cordial welcome.

After the transaction of some items of business, a paper was read by Hon. W. R. White, Superintendent of Public Instruction in West Virginia, on 'The Educational Needs of the Border States'. We can not better convey an idea of the spirit of the paper than by a few extracts. The writer said:

"A great social evil has coëxisted with a great social wrong, each acting on the other, for many long years. A sage, and some times a prophet, has appeared,—the one to counsel, and the other to warn us of the danger that was threatening. The prophet's far-seeing vision has become historic. The great wrong has been removed, but the results of long years of contagion are not to be eradicated in a day. That wrong struck at the heart of society with such merciless blows, that the lacerated wounds still bleed. Heaven gave as its axiom for humanity and the perpetuity of its glory 'all ye are brethren'. That doctrine was the jest of social régime, and, repeated in irony, became the *reductio ad absurdum* of our pseudo-logicians. . . . .

"The great division of inferiors and superiors was no where so distinct as where it became encouraged by the multitude and defended by the law. Here, then, a need of vast consequence appears. How shall men be persuaded that all men constitute one family, however diversified their native endowments may be? Legislation may aid in removing this great social fallacy; but time and care and patience will be necessary to restore the normal condition. We do not contend that classes will not exist. Tastes, occupations, temperaments, all conspire to classify mankind. These are natural; but that artificial division of two general classes, which elevates the one at the ruin of the other, will for ever lock the door against your 'school-marms'." . . .

Taking West Virginia as a representative of the Border States, Mr. White said:

"We have no appeal to make to Northern benevolence, though a nobler field has never opened to teachers with a missionary spirit, who may be content to grow with our growth. We have nothing to ask of national beneficence, expecting a triumph in the use of our own energies and resources, believing that

"'The rudiments of empire here
Are plastic yet, and warm,
The chaos of a mighty state
Is rounding into form.'

. . . . . .

"We look to the elevation of the teacher to a rank where no other profession can look down on him, and to a reward that shall equal that of any vocation. Let us install the teacher's calling to the premiership of the professions, and then we may say, as the great Brougham did when Canning was no more, and Wellington went to the front civil rank, as he had gone before to the front martial rank,—

"'Field-Marshal, the Duke of Wellington, may take the army; he may take the navy; he may take the great seal; he make take the mitre;—I make him a present of them all. Let him come on with his whole force, sword in hand, against the constitution, and the English people will not only beat him back, but they will laugh at his assaults.

"'In other times the people may have heard with dismay that the soldier was abroad. It will not be so now. Let the soldier be abroad, if he will; he can do nothing in this age. There is another personage abroad—a personage less imposing; in the eyes of some, perhaps, insignificant. *The schoolmaster is abroad*, and I trust to him, armed with his primer, against the soldier in full military array.'"

Mr. Stevenson, Superintendent of Public Instruction in Kentucky, made a brief statement of the educational status in his state. The common-school system was established in 1838, but Kentucky needed to be brought up to the system. In 1860 there were in the state 4,696 common schools. The discussion was farther continued by Hon. Wm. Wines, member of the Tennessee Legislature.

In the afternoon a discussion was held upon the subject 'What proportion of time should the young spend in school up to the age of sixteen?' Remarks were made by Messrs. W. D. Henkle, of Ohio; J. W. Bulkley, of Brooklyn, New York; Olcott, of Terre Haute; Baird, of Missouri; Hosford, of Michigan; and Newell, of Maryland. The main points of agreement between most of the speakers were—

1st. That children are sent to school too young.

2d. That the number of hours' study per day was usually too great for young pupils.

The subject was subsequently referred to a committee of three, of which Hon. G. W. Hoss, Superintendent of Public Instruction in Indiana, was chairman, for consideration and report.

The report of the committee is as follows:—

1st. Under the present organization and management of our schools, children should not enter our common schools before they are six years of age.

2d. They should not attend school more than ten months in the calendar year, nor more than five days in the week.

3d. So numerous and varied are the circumstances modifying the number of hours' attendance per day, that it is, in the judgment of your committee, neither wise nor practicable to attempt the annunciation of a fixed time. Some of these circumstances are the following: (1.) Age, health, temperament, habits, home relations, and relative brain and bodily development of the child. (2.) The management of the school as to discipline, subjects taught and modes of teaching, including recesses, gymnastics, marching, singing, etc. (3.) The character of the school-house as to ventilation, cleanliness, comfort, attractiveness, etc. (3.) If all the above-named conditions be found in the highest perfection known to your committee, children between the ages of six and ten years may be kept in the school-room, exclusive of out-door exercises, five hours of two sessions per day. If, on the other hand, these conditions shall be unfavorable to the extent known to your committee in some schools, then two sessions per day of two hours each, diminishing to total absence in the case of poor bodily health or of abnormal brain development in the pupil. After the age of ten years, pupils may, under favorable conditions, be kept in school, exclusive of out-door recesses, six hours of two sessions per day.

4th. It is believed by your committee that, under certain circumstances, the best interests of the pupils will be enhanced by taking

them from school and putting them to physical labor for a year or two between the ages of twelve and sixteen years.

5th. In view of the importance and complexity of this subject, it is recommended that it be the theme for a paper at a future meeting of this Association.

The report was discussed by Messrs. Newell, of Maryland; Brown, of Indiana; Bulkley, of New York; Blodgett, of Illinois; Holmes, of Indiana; Baird, of Missouri; and Edwards, of Ohio; and ordered printed with the proceedings of the Association.

The President's Address in the evening was an able and pointed discussion of the subject 'American Education for American People'. The address was a powerful argument in favor of education, especially such a one as would fit the American citizen to perform all the duties of citizenship in a government of the people. It is a high compliment to the production that a petition, signed by the members of the Association and others, was sent to the publishers of the New-York Tribune asking its publication in the columns of that journal.

The first paper of the second day was read by Hon. O. Hosford, Superintendent of Public Instruction in Michigan. Subject — 'The relations of the National Government to Education'. Mr. Hosford maintained that educational progress should be the result of individual, rather than governmental, effort, and attendance upon schools should not be compulsory. The spirit of its institutions, rather than any arbitrary enactments, determines the character of a republic.

An animated discussion arose upon this paper, together with the one by Prof. Wm. F. Phelps, of the Minnesota State Normal School, on 'The relations of a State to Higher Education'.

The Association was honored with the presence of Señor Dominigo F. Sarmiento, Minister to this country from the Argentine Republic, who was made an honorary member. The distinguished gentleman was present at every session of the Association, and manifested a deep interest in all its proceedings.

A resolution was adopted appointing a committee, consisting of Messrs. Wickersham, of Pennsylvania; Cruikshank, of New York; White, of Ohio, Northrop, of Massachusetts; and Van Bokkelen, of Maryland, to report at the next meeting of the Association on 'The relations and duties of a State to Higher Education'. The officers for the ensuing year are — *President*, Hon. J. M. Gregory, Mich.; *Secretary*, Hon. L. Van Bokkelen, Maryland; *Treasurer*, James Cruikshank, N.Y.; with twelve Vice-Presidents and a still larger Board of Counselors.

The Committee on Obituaries presented appropriate notice of the death of Mr. C. F. Childs, formerly connected with the Normal University in Illinois, in the following resolutions:

WHEREAS, Our Father, in his wisdom and goodness, did, on the 15th day of February, 1866, remove from earth and take home our brother and friend Charles F. Childs, of St. Louis, Missouri; therefore,

Resolved, That, in view of our friend's pure life and great personal worth, consequent upon the possession of rare intellectual and moral attainments, we deplore the loss of his services to this Association, as a national calamity.

Resolved, That we bow in submission to this expression of Divine will, trusting implicitly, as we do, in the infinite wisdom, goodness and justice of God.

Resolved, That a copy of these resolutions be placed upon the records of this Association and sent to his family.

An address was delivered by Hon. Wm. Wines, of Tennessee, on 'The condition of the South as respects education'.

A committee, consisting of Messrs. Richards, Washington, D. C.; Cruikshank, New York; Shortridge, Indiana; Hart, New Jersey; and Coburn, Pennsylvania, was appointed, to coöperate with a similar committee of the National Association of School Superintendents in urging upon the Senate of the United States the passage of the Bill of the House of Representatives establishing a National Department of Education.

The valuable services of Gen. Garfield, of Ohio, in the successful advocacy of the bill before the House were recognized by the passage of a vote of thanks and soliciting a copy of his speech for publication in the proceedings of the Association.

A lengthy discussion of the question 'What service can this Association render in the work of establishing free schools in the states lately in rebellion?' resulted in the passage of the following resolution:

WHEREAS, This Association has heard with great pleasure of the effort now being made to establish systems of free public schools in the Southern States and *whereas*, it is desirous to coöperate with brother teachers in the work in which they are engaged, and to furnish them with such school-documents as they may need for their guidance in organizing and conducting school-work; therefore,

Resolved, That a committee of five be appointed, with power to add other members, to correspond with Southern educational men with a view of aiding them in their efforts to establish free schools throughout the South, and that the committee be requested to collect and distribute reports and other public documents pertaining to public education and calculated to further their efforts.

Messrs. Hailman, Kentucky; White, West Virginia; Chaney, Maryland; Norris, Ohio; Hosford, Michigan; Northrop, Massachusetts; and Phelps, Minnesota, were made committee under the resolution.

At the evening session, the committee appointed to draft resolutions on the death of Dr. Wayland, late President of Brown University, and Dr. Nott, for over half a century President of Union College, reported, through Mr. Van Bokkelen of Maryland, chairman, as follows:

WHEREAS, By the Providence of God, the Rev. Dr. Wayland, late President of Brown University, R. I., and Dr. Eliphalet Nott, of Union College, New York, have been removed from their usefulness on earth to their reward in Heaven; therefore,

Resolved, That in the death of Drs. Nott and Wayland, ripe in years and wisdom, we have lost earnest and intelligent educators, who contributed large-

ly to the success of schools and colleges, and furnished for their students valuable text-books on moral, political and mechanical science.

Resolved, That we recognize in the lives and labors of our deceased friends the true type of American educators, practical and progressive, and commend their warm sympathy for the young student, their advocacy of the cultivation of earnest thought, the love of truth, and honest obedience in the practice of its invaluable precepts.

Resolved, That the record of virtues which adorned their private and official characters is known and read of all men, and we refer to it only to urge upon our fellow teachers to write for themselves the same bright page in educational history.

The lives of these eminent men were spoken of in a touching and eloquent manner by Messrs. Van Bokkelen, of Maryland; Edwards, of Illinois; Phelps, of Minnesota; and Rev. H Day, of Indianapolis; and the resolutions were adopted by a rising vote.

The lecturer of the evening, Rev. J. H. Jones, of New York, addressed the Association on 'The Psychology of St. Paul: being a new interpretation of the Flesh and the Spirit'.

After the opening of the third day's session, Dr. Lambert, of New York, read a report in favor of a World's Educational Association, to be held in New York, the session to continue two weeks, at which all educational topics could be thoroughly discussed, and offered a resolution appointing a committee of arrangements for the same.

The feasibility of the matter was discussed by Mr. Van Bokkelen, of Maryland; President Benton, of Indiana; J. W. Bulkley, of Brooklyn; Dr. Lambert, of New York; E. E. White, of Ohio; after which, a resolution was adopted referring the paper back, for a further report next year, to the same committee.

The Constitution was amended, under the pressure of the previous question, so as to place lady members upon the same footing as gentlemen.

A paper was then read by President Edwards, of Illinois, prepared by Prof. Atkinson, of Mass., upon 'The amount of classics which should be taught in our schools'. Prof. A. argued strongly against the classical education of England, which he stigmatized as a "reality of the narrowest and most illiberal kind", but still better than a shadow, even of the largest kind; "a system fit only for by-gone years; which produces a few elegant scholars, but has never made one great thinker." The true theory of democracy is that a higher education should be open and free to all. The paper contrasts the classical system of the old world with a true psychology, and claims that an American literary education should be to make men and women of its subjects. We are now to work out a proper theory of liberal education for our Great Republic, which will stand, in the Providence of God, despite the treachery in high places, [applause] the hope of the great outside world. The first thing necessary is to break down the idea of an aristocracy of learning. Objective scientific studies should come first in

point of time and age, subjective philological studies last. It was a powerful attack upon what are called 'classical educations'.

The matter of the paper was then opened for discussion. Dr. Andrews, of Ohio, moved a vote of thanks to Prof. Edwards for the able manner in which the essay was read, which was adopted. Dr. Andrews said the reading was by far the best part of it: the paper, as an argument against classical learning, was entirely beneath notice. It was taken up with denunciations of the English system of classics, which is no where practiced in America. Enough time is wasted in this country in the study of Arithmetic to make every student a good Latin scholar. The distinction of 'practical and classical' is fallacious. No study is more practical than the Latin language. All education commences with words and language. Prof. Newell, of Maryland, thought there were some good points in the paper. It was a protest against the present system of teaching classics. Classics are wrongly taught; and he agrees with Prof. Atkinson that our curriculum needs revision. Grammar is not a proper elementary study, but belongs to the higher and conclusive parts of education. First develop the objective, and then the subjective faculties.

E. E. White, of Ohio, took 'conservative' ground—in favor of the scientific and classical studies. Prof. Atkinson was not sustained in his sweeping charges against the classics, but he was emphatically right in putting objective studies before subjective. College courses will be modified, and the 'monopoly' of classics be done away with in a union of the studies.

A committee was appointed to report next year upon the subject-matter of Prof. Atkinson's paper: Dr. Andrews, of Ohio; Dr. Benton, of Indiana, and Dr. Johnson, of Carlisle, Pennsylvania.

The afternoon session was spent in a discussion of the question 'What studies should be pursued in our ungraded schools?'

The usual resolutions, complimentary and grateful, were passed, when the Association closed its session by singing 'Praise God, from whom all blessings flow', and with a benediction pronounced by Rev. President Benton, of Indiana. W.

AMERICAN NORMAL ASSOCIATION.

An important feature of the 'Educational Week' at Indianapolis, in August, was the meeting of the AMERICAN NORMAL ASSOCIATION, under the presidency of Richard Edwards, LL.D., President of the State Normal University of Illinois. The following is an outline of the work of the Association at this session:

1. Opening Address by President Edwards.

2. A paper by Mrs. M. H. Smith, of the State Normal Training-School, at Oswego, New York,—'Oral Instruction: Its Philosophy and Method'.

3. Paper by Prof. E. C. Hewett, of the Illinois Normal University,—'Uses and Limitations of Oral Instruction'.

4. Discussions of the above papers.

5. Paper by Prof. W. F. Phelps, Principal of the State Normal School at Winona, Minnesota,—'Organization and Course of Training for Normal Schools'.

6. Discussion of this paper.

7. Paper by L. B. Kellogg, Principal of the State Normal School at Emporia, Kansas,—'State of Normal Education in Kansas'.

8. Reports on the condition of Normal Schools in different states.

The officers of the Association are—

President—D. B. Hagar, President of the Normal School at Salem, Massachusetts. *Vice-Presidents*—E. A. Sheldon, of New York; M. A. Newell, of Maryland; W. F. Phelps, of Minnesota; J. P. Wickersham, of Pennsylvania. *Secretary*—L. B. Kellogg, of Kansas. *Treasurer*—E. C. Hewett, of Illinois.

Thirteen states were represented in this meeting.

A noticeable characteristic was the earnestness with which the discussions were maintained. Not like the Philadelphia Convention, in session at the same time, here were deliberation, counsel, outspoken advice, criticism, and words of good cheer. The absence of rhetoric and presence of common sense and 'point' in the papers read were features to be observed, and not in disparagement.

The philosophy, method, uses and limitations of oral instruction occupied a considerable portion of the time of the convention. And this was fitting, because of the mêlée of the inconsiderate advocates of text-books, and equally inconsiderate champions of Object Teaching and exclusive Oral Instruction, in which extremes are urged and often reached, to the detriment of true instruction; and because of the practical importance of the subject, applying, as it does, to the every-day work of all teachers in our schools; and, further, because of the necessity of the possession by normal-school teachers of clear notions on subjects similar to the one before us, since, by reason of their relations to other teachers, they have much influence in moulding opinion on educational topics.

If I interpret the spirit of the papers and discussions rightly, it is the opinion of the Association—

That Oral Instruction is of primary importance in all right teaching, and, therefore, should be made use of by every teacher;

That there is a philosophy in oral teaching to be studied and understood, and that there should be *method* in its use;

That, while much evil results from 'rote teaching' and a slavish adherence to text-books, bad results will follow the exclusive use of oral methods: "Books without the oral are dead weight—letter without

spirit; but the oral without the books is in danger of being too impalpable, unimpressive, easily forgotten — spirit merely, without the letter to embody it."

A second subject prominently before the convention was the Organization, including Grading and Course of Study, and Training for Normal Schools. It was first presented by the paper of Mr. Phelps, of Minnesota, in which it was urged that a normal school, rightly organized, should devote its energies exclusively to professional work — the Philosophy and Science of Education, and the 'How to Teach'; and he deplored the present, and what is likely to be the continued, necessity that compels normal schools to impart instruction to their students in the truths of the fundamental studies, as well as the means and methods of teaching them to others.

It was his proposition that, in consideration of our present educational condition, especially in the Western States, a normal school should consist of at least two grades (more would be better), in the first of which actual knowledge of the different studies might be obtained, and the students prepared for the more strictly professional work of the second or higher grade; and that there should be in connection with it two other departments, the one a Model and the other an Experimental School. The Model School should be made, as its name implies, a *model*, in the working of which the normal students might observe the daily effect of right methods of teaching and governing children. The Experimental School is to afford the students opportunity for actual practice in teaching.

Mr. Wickersham, late Principal of the Normal School at Millersville, Pennsylvania, offered the following plan of a normal-school system as well adapted to the needs of our American States:

Let there be in each state a Normal College, in some central position, and several normal schools, located in various parts of the commonwealth. Let the work of the normal schools be to fit teachers for the common schools, and to afford opportunity for those who do not intend to make teaching a vocation for life to acquire a knowledge of those facts and those methods most important to them for the two or three years they devote to teaching; and let the Normal College have for its work the instruction and training of professional teachers by an extended and liberal course of study, which should partake largely of a professional character, including all of the economy of the schoolroom, methods of instruction and culture, and the history of education in all ages.

President Edwards explained in what way the Model and Experimental departments connected with normal schools may be advantageously combined, as illustrated by the success of the plan in use at the Normal University of Illinois.

The whole subject of the Organization, Grading and Course of Study of Normal Schools was referred to a committee of which Mr. Phelps was made chairman, to report at the next annual session.

The reports on the condition of Normal Schools in the different states were of a cheering nature, and showed how the great movement for the professional education of teachers, although it is but twenty-five years since the first American Normal School was opened, has become a constituent part of the Free-School System of our nation. There is no record of a normal school, fairly tried in any state, that has been abandoned; but in every part of our Union new ones are organizing, and old ones increasing in usefulness and extending the limit of their accommodations. K.

THE ROD IN TEACHING.

THE use of the rod in the school-room, as a means of discipline, is fast going out of date, and it may now be said that where it is employed daily, weekly, or monthly, there, as a general rule, is a poor teacher. The time was when 'to spare the rod was to spoil the child' in many people's estimation, and when the motto of 'y^e^ pedagogue' was

> 'T is education forms the youthful mind,
> And with a stick we beat it in behind.

But with the abolishment of corporal punishment in the Army and Navy has come its almost total abolishment in the school, till now our teachers for the most part control their pupils by better, more elevating and more lasting influences. 'T is better far to govern by efforts exerted upon a scholar's reason and conscience, than by those upon his back. The age when brute force ruled the affairs of men has passed away, and now Mind stands forth sovereign in the earth. Not that Mind can and should be the only controlling influence in society or in school; but it should be the teacher's care to *exhaust* all other means of government before resorting to the rod. To obey from fear is better than no obedience; but to obey from love, or a sense of duty, is acting from a motive as much higher as the Golden Rule is higher than the Law of Retaliation. There may be, there are, cases in which our best educators approve of corporal punishment; but there has been so great an advance over old customs, in this respect, that I some times imagine that the generations after us may possibly look upon whipping a boy at school very much as we now regard the puritanical whipping of a man for not attending church.

There are many other influences that may be brought to bear upon the student, or different students, for different students require dissimilar means of bringing them into the 'right way'. For some a word of encouragement, a look of approbation, is all that is needed. Many teachers are ready to find fault and to censure who never praise. To lavish indiscriminate praise is far from wise or beneficial, but true merit deserves and should receive recognition. As censure rightly bestowed checks the fault for the future, so praise, worthily given, encourages the repetition of the meritorious act. Nor is this the only resource aside from the rod. With one 'tis best to work upon his pride; with another, his ambition; with a third, his conscientiousness; and so on to the end of the list. Let the teacher but study the disposition and natural bent of his pupils, and he will find in each individual case some philosopher's stone to transform the dross into pure and precious gold. J. A. S.

Roscoe.

HERBERT SPENCER ON OBJECT TEACHING.

HERBERT SPENCER, the greatest living writer on education, in Great Britain, is the author of the following admirable sketch of the theory and practice of Object Teaching in the anteschool period of childhood:

"It needs but a glance at the daily life of the infant to see that all knowledge of things which is gained before the acquirement of speech is self-gained; that the qualities of hardness and weight associated with certain visual appearances, the possession of particular forms and colors by particular persons, the production of special sounds by animals of special aspects, are phenomena which it observes for itself. In manhood, too, when there are no longer teachers at hand, the observations and inferences required for daily guidance must be made unhelped; and success in life depends upon the accuracy and completeness with which they are made. Is it probable, then, that, while the process displayed in the evolution of humanity at large is repeated alike by the infant and the man, a reverse process must be followed during the period between infancy and manhood, and that, too, even in so simple a thing as learning the properties of objects? Is it not obvious, on the contrary, that one method must be pursued through-

out? And is not nature perpetually thrusting this method upon us, if we have but the wit to see it, and the humility to adopt it? What can be more manifest than the desire of children for intellectual sympathy? Mark how the infant sitting on your knee thrusts into your face the toy that it holds, that you may look at it See, when it makes a creak with its wet finger on the table, how it turns and looks at you; does it again, and again looks at you; thus saying, as clearly as it can, "Hear this new sound." Notice how the elder children come into the room exclaiming "Mamma, see what a curious thing"; "Mamma, look at this"; "Mamma, look at that"; and would continue the habit, did not the silly mamma tell them not to tease her. Observe how, when out with the nurse-maid, each little one runs up to her with the new flower it has gathered, to show her how pretty it is, and to get her also to say it is pretty. Listen to the eager volubility with which every urchin describes any novelty he has been to see, if only he can find some one who will attend with interest.

"Does not the induction lie on the surface? Is it not clear that we must conform our course to their intellectual instincts,—*that we must just systematize the natural process*,—that we must listen to all the child has to tell us about each object,—must *induce* it to say every thing it can think of about such object, must occasionally draw its attention to facts it has not yet observed, with the view of *leading* it to them itself whenever they recur, and must go on, by-and-by, to *indicate* or *supply a new series of things for a like exhaustive examination?*

"See the way in which, on this method, the intelligent mother conducts her lessons. Step by step, she familiarizes her little boy with the names of the simpler attributes—hardness, softness, color, taste, size, etc.,—in doing which she finds him eager to help, by bringing this to show her that is red, and the other to make her feel that it is hard, as fast as she gives him words for these properties. Each additional property, as she draws his attention to it in some fresh thing which he brings her, she takes care to mention in connection with those he already knows; so that, by the natural tendency to imitate, he may get into the habit of separating them one after another. Gradually, as there occur cases in which he omits to name one or more of the properties he has become acquainted with, she introduces the practice of asking him whether there is not something more he can tell her about the thing he has got. Probably, he does not understand. After letting him puzzle a while, she tells him; perhaps laughing at him a little for

his failure. A few recurrences of this, and he perceives what is to be done. When next she says she knows something more about the object than he has told her, his pride is roused; he looks at it intently; he thinks over all that he has heard; and, the problem being easy, presently finds it out. He is full of glee at his success, and she sympathizes with him. In common with every child, he delights in the discovery of his powers. He wishes for more victories, and goes in quest of more things about which to tell her. As his faculties unfold, she adds quality after quality to the list; progressing from hardness and softness to roughness and smoothness, from color to polish, from simple bodies to composite ones,—thus constantly complicating the problem as he gains competence, constantly taxing his attention and memory to a greater extent, constantly maintaining his interest by supplying him with new impressions such as his mind can assimilate, and constantly gratifying him by conquests over such small difficulties as he can master.

"In doing this, she is manifestly but following out that spontaneous process that was going on during a still earlier period, simply aiding self-evolution; and is aiding it in the mode suggested by the boy's instinctive behavior to her. Manifestly, too, the course she is pursuing is the one best calculated to establish a habit of exhaustive observation, which is the professed aim of these lessons. To *tell* a child this and to *show* it the other is not to teach it how to observe, but to make it a mere recipient of another's observations, a proceeding which weakens rather than strengthens its powers of self-instruction; which deprives it of the pleasures resulting from successful activity; which presents this all-attractive knowledge under the aspect of formal tuition; and which thus generates that indifference and even disgust with which these Object Lessons are not unfrequently regarded. On the other hand, to pursue the course above described is simply to guide the intellect to its appropriate food; to join with the intellectual appetites their natural adjuncts,— *amour propre, and the desire for sympathy;* to induce, by the union of all these, an intensity of attention which insures perceptions alike vivid and complete; and to habituate the mind, from the beginning, to that practice of self-help which it must ultimately follow."

J. D. Philbrick's Report.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
Springfield, Illinois, September 13th, 1866.

STAMP DUTIES ON SCHOOL INSTRUMENTS.

A new Internal Revenue Law was passed by Congress, July 13, 1866, and took effect August 1, 1866. By that act all official instruments, documents and papers, *issued* by the officers of any state, county, town, or other municipal corporation, in the exercise of functions strictly belonging to them in their ordinary governmental and municipal capacity, are exempted from taxation.

For the information and guidance of school officers, teachers, and all others concerned, I have prepared the subjoined schedule of the various instruments pertaining to the common school system of Illinois, showing the liability of each instrument under the late act of Congress. The instruments are numbered, consecutively, for convenience of reference, and the designation of each is followed by the section of the school law (in brackets) requiring it. It is believed that the schedule embraces all instruments required by the common school laws now in force in this state. It is prepared in accordance with instructions and interpretations of the act received by the undersigned from the Commissioner of Internal Revenue, and on file in this office.

Schedule of Stamp Duties.

School instruments are subject to, or exempt from, stamp duty as follows, viz:

1. Bond of County Superintendent; (§ 12) ..... *One Dollar.*
2. Bond of Township Treasurer; (§ 55)..... *One Dollar.*
3. Receipt of Township Treasurer; (§ 15)..... *Exempt.*
4. Certificate of County Superintendent, in appeals; (§ 20)..... *Exempt.*
5. Conveyance to purchasers of school lands; (§ 22)..... *Exempt.*
6. Poll Book and certificate of election; (§§ 30, 42)..... *Exempt.*
7. Certificate of township map; (§ 33)..... *Exempt.*
8. Written consent of directors to transfer of pupils; (§ 35) ..... *Exempt.*
9. Conveyance of school house sites; (§ 39)..... *Exempt.*
10. Directors' certificate of rate of tax; (§ 44) .....$..... *Exempt.*
11. Tax certificate of county clerk; (§ 45) ..... *Exempt.*
12. Tax receipt of township treasurer; (§ 45) ..... *Exempt.*
13. Bonds of school directors for money borrowed; (§ 47) ..... *Exempt.*
14. Teacher's certificate issued by County Superintendent; (§ 50)..... *Exempt.*
15. Renewal of teacher's certificate by County Superintendent; (§ 50).. *Exempt.*
16. State certificate issued by State Superintendent; (§ 50)..... *Exempt.*
17. Teacher's certificate on schedule; (§ 53)..... *Five Cents.*
18. Directors' certificate on schedule; (§ 53)..... *Exempt.*

19. Receipt of Directors for schedules delivered to them; (§ 54).....*Exempt.*
20. Mortgages taken by township treasurer as security for money loaned; (§ 58)..... } *Subject to stamp duty as a mortgage.*
21. Notes, bonds, etc., taken as security for money loaned; (§ 57)..... } *Subject as per Schedule B.*
22. Certified statement of township treasurer; (§ 63).....*Exempt.*
23. Orders of School Directors on township treasurer; (§ 67).....*Exempt.*
24. Receipt of person to whom paid; (§ 67)..... { *Two Cents, when sum exceeds Twenty Dollars.*
25. Certificate and jurat of County Superintendents to their accounts for services rendered..... { *The jurat to the certificate requires a five cent stamp, when the oath is administered by any other than a state, county, town or other municipal officer in the exercise of functions strictly belonging to him in his ordinary governmental and municipal capacity.*
26. Report and jurat of clerks of courts of record and justices of the peace; (§ 82)..... } *Same as No. 25.*
27. Petition and affidavit for the sale of common school lands; (§ 83)..*Exempt.*
28. County Superintendent's certificate of purchase of school lands; (§ 92)..... } *Exempt.*
29. County Superintendent's transcript of sale; (§ 94).....*Exempt.*
30. Lease for house and lot for schools. } *Exempt when signed by the proper officers. When signed only by private individuals it is subject as a lease.*
31. Written agreement or contract to build or repair school houses..... } *Same as No. 30.*
32. Checks by township treasurer on banks, to pay orders on township treasurer, drawn by Board of Directors ..... { *Exempt, when the treasurer is required by law, or regulation, to deposit his funds; but when such deposit is made as a matter of personal convenience, they are subject.*
33. Agreement or contract between teachers and Boards of Directors, to teach..... } *Exempt.*
34. Census reports of township trustees to County Superintendents as basis of distribution of public funds; (§ 36)..... } *Exempt.*
35. Certified statistical report of directors to township treasurer..... *Exempt.*
36. Receipt of township treasurer to County Superintendent for distributive share of school fund paid over..... } *Exempt.*

STATE ASSOCIATION OF COUNTY SUPERINTENDENTS.

The next meeting of the State Association of County Superintendents will be held in Centralia, on Tuesday and Wednesday, October 16th and 17th, 1866.

The Association will be called to order on Tuesday P. M., at 2 o'clock, when a brief opening address will be read.

Papers will be read, as follows:

1. COUNTY TEACHERS' INSTITUTES—*Their Utility and Necessity, and the Best Modes of Conducting Them.* By GEO. W. BATCHELDER, Superintendent of Hancock County.
2. TO WHAT EXTENT SHOULD THE HIGHER BRANCHES BE TAUGHT IN COMMON SCHOOLS? By JAMES A. KENNEDY, of Monroe County.

3. Examination of Teachers—*Best Methods of Conducting Them.* By E. L. Wells, of Ogle County.
4. Supervision and Visitation of Schools by County Superintendents. By Prof. D. Wilkins, of McLean County.
5. School Statistics of Townships and Districts—*How and by whom they should be Collected.* By James M. Pace, of Jefferson County.
6. State Certificates—*Should they be Sustained?* By James H. Knapp, of Knox County.
7. Should Township and District School Officers be Elected at the Same Time, *and if so, when?* By W. I. N. Fisher, of Effingham County.
8. Report of Committee on proposed amendments to the School Law.

The reading of the different papers will be followed by discussions, by members of the Association.

Familiar expositions of the school law will be given during the session, by the State Superintendent.

NEWTON BATEMAN, Sup't. Public Instruction.

EDITOR'S DEPARTMENT.

EDITOR'S CHAIR.

Indiana.—The State of Indiana has been kept back in her educational career by unjust and partisan legislation, and by decisions of courts equally unjustifiable and injurious in their influence upon the good of the state. But the state is waking up wonderfully. Her long nap appears only to have refreshed her. She is starting forward with such vigorous bounds that those sisters of hers that have prided themselves upon being in advance must look to their laurels.

And this progress is manifest among teachers and among the people. There has been a great advance in the public sentiment of the state. This is seen in the enactment by the last legislature of a law appropriating $10,000, per annum for the support of a Normal School; and the men in authority say that they are determined to give this school the highest character. They even intimate their intention of securing a better building than Illinois has erected for a similar purpose. Amen, say we. By all means let the last be the best.

But we are moved to write, just now, by the remembrance of what the teachers themselves are and are doing. They are awake and in earnest, fully impressed with the necessity of improving their qualifications and rendering themselves more fit for their high and responsible work; and they go about their work with the energy and determination that characterize men in that state of mind.

During the vacation that has just closed, four Institutes were held under the auspices of the Indiana State Teachers' Association, and sustained by the

teachers of the state. Between five and six hundred teachers were, in the aggregate, enrolled as members. Hon. E. E. White, of Ohio; Mrs. Mary H. Smith, of Oswego, New York; and R. Edwards, of Illinois, were employed as instructors in all the Institutes. Others, chiefly residents of Indiana, were employed at the various places, but not at all. The meetings continued three weeks each. They were held at LaPorte, Peru, Bloomington, and Greensburg. They were a glorious success; and with such teachers as were assembled at the four places above named, success was easy. We felt honored, too, in being associated with instructors so capable and so efficient as Mr. White and Mrs. Smith. The four weeks we thus spent among the Hoosiers were weeks of vast enjoyment to us.

CALIFORNIA.—*Public School Teacher's Oath of Allegiance.*—I do solemnly swear (or affirm) that I will faithfully support, protect, and defend the Constitution and Government of the United States against all enemies, whether domestic or foreign, that I will bear true faith, allegiance, and loyalty to the said Constitution and Government, and that I will, to the extent of my ability, teach those under my charge to love, reverence, and uphold the same, any law or ordinance of any State Convention or Legislature, or any rule or obligation of any society or association, or any decree or order from any source whatsoever, to the contrary notwithstanding; and further, that I do this with a full determination, pledge, and purpose, without any mental reservation or evasion whatsoever; and I do further swear (or affirm) that I will support the Constitution of the State of California. SO HELP ME GOD.

Any County Superintendent who shall draw any warrant on the County Treasurer for the payment of any teacher before the oath required in this Act shall have been taken and filed as hereinbefore provided, shall be guilty of a misdemeanor, and on conviction shall be fined in a sum not less than one hundred dollars nor more than five hundred dollars, or by imprisonment in the County Jail for a period of not less than sixty days.

The above oath of allegiance to the government must be subscribed and sworn to before an officer by every teacher of California, before he can enter upon his labors in school. We don't believe we shall hear of California nullifying or seceding, or that the doctrine of States' Rights will find many advocates there among the rising generation.

California will not fail in the matter of Common Schools for the want of a vigorous Superintendent. Brother Swett is working up all the details of the school-system,—preparing blanks, publishing the school-law, etc., etc.,—with great care. We have noticed in looking over the law the following items of interest:

§ 21. Whenever the number of school districts in any county is ten or more, the County Superintendent shall hold at least one Teachers' Institute in each year; and every teacher employed in a public school in the county shall attend every such Institute and participate in its proceedings. Each session of a County Institute shall continue not less than three nor more than five days; and the Superintendent shall, if practicable, secure lecturers and instructors competent to instruct teachers in the theory and practice of teaching. Every Board of Trustees and every Board of Eucation shall not only allow but shall require the teachers in its employ to attend every Teachers' Institute held in the county; and when the Institute is held during the time that teachers may be employed in teaching, their pay shall not be diminished by reason of attendance on said Institute. For the payment of the expenses of the Institute, a sufficient sum, not exceeding one hundred dollars in any one year, shall be paid on the warrant of the Superintendent, out of the unapportioned County School Fund. The Superintendents of two or more counties may unite and hold a joint Institute, in which case the expenses shall be apportioned by the

Superintendents between the counties joining in the Institute. In any county in which there are less than ten school districts, the Superintendent may, if he deem proper, hold an Institute. Any county in which the teachers have a regularly organized County Association or Institute, and hold regular monthly meetings during the year, shall be excepted from the provisions of this section whenever a majority of the teachers of said county shall determine by vote to sustain such monthly associations.

§ 22. The County Superintendent shall furnish his office with such works on school architecture as may be prescribed by the State Board of Education, and shall pay for them on his own warrant, out of the unapportioned County School Fund. Such works shall be kept in his office for the use of Trustees and teachers. Except in cities having special Boards of Education, no school house shall be erected unless the Trustees first submit the plan to the County Superintendent; and in all plans, as far as practicable, regard shall be had to taste, convenience, durability, and economy.

State Normal School.—The American Normal School Association does not take the papers. Even Brother Edwards, of the *Illinois Teacher*, to whom we had given credit for knowing every thing, has demonstrated in his journal for May (page 158) that he is more than three years behind the times. In the 'Register of Normal Schools', supposed to be official, the high priests of the Eastern synagogue ignore the existence of the California State Normal School entirely. We do not thank them for it. We wish to be counted 'inside' on that question. Our State Normal School opened in the City of San Francisco on the twenty-third of July, 1862, and has been doing good service ever since. The *California Teacher*, which commenced its vigorous existence with the month of July, 1863, made special reference to our State Normal School in its first volume nearly a dozen times; in its second volume, fourteen times at least, and in its third volume, nearly as many times more; so that these Atlantic Coast brethren are, as Paul once said of certain other individuals, 'without excuse'.

We trust that Prof. George W. Minns, the Principal of the California State Normal School, who is now on leave of absence at the East, will further enlighten the benighted people of those parts. In the mean time, Prof. Carlton, the acting Principal, informs us that nearly a hundred students are in attendance; and we are assured in our minds that the Golden State will persist in having a State Normal School, whether the same be recognized abroad or otherwise.

Brother Swett, of the *California Teacher*, must not be irate over the seeming ignorance on our part in the *Illinois Teacher* for May last. We have long known that there is a Normal School in California, as well as many other good things connected with her school system. The article in question was not from our pen, and we are not responsible for the oversight.

MARRIED, OR SINGLE?—It is the duty of each member of the Mt. Holyoke Female Seminary to write an annual letter, stating whether she is married or single, how many children she has, and other particulars concerning her status and progress. A young lady of the class of 1861 has just written to the class secretary that she is not married, but she thinks she can see a little cloud that ariseth out of the sky of the future, like a man's hand.

MR. H. H. SMITH has left Galena and gone to Macomb, where he will receive a salary of $1,250, for the first year, $1,500 for the second, and $1,600 a year thereafter. He goes into a new house, and has a graded school. His friends will be glad to hear of his prosperity.

OUR ADVERTISEMENTS.—In this issue of the *Teacher* will be found a large number of new advertising pages, to all of which, as well as those continued from previous months, we invite careful attention.

A LIVE SUPERINTENDENT.—Mr. E. L. Wells, County Superintendent of Ogle county, evidently considers his office no sinecure, but appreciates the duties and responsibilities of the position. Among other good things that he does, he issues a circular occasionally to the teachers of his county, giving them valuable instructions and suggestions relative to their duties. His Circular No. 3 is now before us, and contains many things which, had we space, we would like to present to our readers. We hope to find room for extracts in a future issue.

CORRECTION.—Mr. B. M. Reynolds, whose appointment to the Superintendency of Schools in Madison, Wisconsin, was noted in the last number of the *Teacher*, is recently from Lockport, New York, and not Illinois. The friend who sent us the item omitted to mention the state, and we were led into the error by knowing that he had formerly taught in Illinois. Mr. R. has just closed a term of service of more than five years as Principal of the Union School at Lockport, New York.

THE MASSACHUSETTS STATE TEACHERS' ASSOCIATION holds its annual meeting in Boston, October 11th, 12th, and 13th.

MATHEMATICAL.—By press of other matters and lack of time, we are compelled to omit our Mathematical Department this month.

SEE-SAW.—Foreigners trying to acquire a knowledge of the English language may receive aid from the following 'see-saw':

"Brudder Peto, did you see him see de log afore you saw him saw it?" "De uninterlectual stupendity of some niggers is perfectly incredulous—why ef I seed him saw it afore I saw him see it, it's consequintal ensurance dat he saw he sawed it afore he saw he seed it: but he couldn't help seein' he saw it afore he saw he sawed it, for ef he saw de sawen afore he saw de seein' ob de sawen' consequinchilly he must a saw it afore he seed it, which is obsurdly redicular —darefore I did see him see it afore I saw him saw it; *quoddy rat demon strandum.*"

LOCAL INTELLIGENCE.

CHICAGO.—At a late meeting of the Board of Education, Inspector Brentano, of the Committee to whom was referred the communication of the German Turners in relation to the introduction of gymnastic exercises in the Public Schools, in a long and exhaustive report, recommended the introduction of such exercises at the High School for the male scholars, in order to try the experiment. The cost of a teacher would be $50 a month, and apparatus could be obtained for $150. The report was accepted and its recommendations were adopted.

Superintendent Pickard submitted a comparative statement of the salaries of teachers at present and two years ago, together with other items. From the report the following are selected as interesting:

1861-2. Expenditures, $69,743.12; number of teachers, from 152 to 165.
1862-3. Expenditures, $81,246.09; number of teachers, 174 up to 208.
1863-4. Expenditures, $92,722.00; number of teachers, 212 to 223.
1864-5. Expenditures, $129,558.81; number of teachers, 222 to 240.
1865-6. Expenditures, $162,383.79; number of teachers, 242 to 264.

The average number of pupils per teacher in the Grammar and Primary departments was as follows:

1863. Grammar 50;	Primary 55.	1865. Grammar 58;	Primary 72.
1864. Grammar 51;	Primary 69.	1866. Grammar 54;	Primary 71.

The number of scholars for each year was as follows:

1863. Grammar 2,513; Primary 7,403.	1865. Grammar 2,962; Primary 10,992.
1864. Grammar 2,653; Primary 8,734.	1866. Grammar 3,192; Primary 11,572.

G. D. Broomell Esq., for many years Principal of the Dearborn School, has been placed in charge of the Haven School, *vice* J. J. Noble, resigned.

D. S. Wentworth Esq., member of the Board of Education, was elected Mr. Broomell's successor.

The Course of Instruction has recently been revised and published anew. Such changes and additions as the experience of past years has shown necessary have been made. With many material alterations, it is a new chart and compass to guide the teachers over 'a more successful way' to the desired end —a full development and training of the childish intellect.

The Jones School commences the new year under the principalship of——— Belfield Esq., recently Superintendent of Schools in Dubuque.

J. H. Broomell, Esq., has been chosen Principal of the South-Chicago School.

City Institute.—The Institute was reörganized for the year by the choice of Messrs. E. C. Delano, of the Normal School, S. H. White, of the Brown, and Geo. Howland, of the High School, and Misses C. S. Aspinwall, of the Washington, N. Ella Flagg, of the Normal, and M. A. Merriman, of the Foster, as Executive Committee for the year. Miss A. Winchell, of the Scammon, was elected Secretary.

In the organization by sections

G. D. Broomell, Esq.,	of the	Haven,	was made	ch'mn	of	1st	Section,	comprising	1st	and	2d	grade.		
J. R. Dewey,	"	"	"	High,	"	"	"	"	2d	"	"	3d	"	4th	"
I. S. Baker,	"	"	"	Kinzie,	"	"	"	"	3d	"	"	5th			"
A. R. Sabin,	"	"	"	Newberry,	"	"	"	"	4th	"	"	6th			"
S. H. Peabody,	"	"	"	High,	"	"	"	"	5th	"	"	7th			"
J. Mahoney,	"	"	"	Wells,	"	"	"	"	6th	"	"	8th			"
A. G. Lane,	"	"	"	Franklin,	"	"	"	"	7th	"	"	9th			"
E. C. Delano,	"	"	"	High,	"	"	"	"	8th	"	"	10th			"

The subject for discussion at the next session is 'How can the coöperation of parents be best secured?' in the 1st section, 'Irregularity of Attendance, and its treatment'.

The Superintendent, J. L. Pickard, Esq., announced several modifications of the regulations governing the schools, among which are the following:

Erasion of the rule requiring punishments to be given in presence of the class; pupils restored after suspension to return to school only at the beginning of the month; absence from monthly Institute to deduct pay of one half-day from salary; all work on records and class-books, save entries on the dia-

ries, to be done out of school-hours, and the dismissal of a division for the half-day when the teacher visits schools.

Wells School.—The formal opening of the new edifice for this school took place Friday, the 14th ult. The following description of the building we clip from the Chicago Republican.

The school-house is four stories in hight, and is 68 feet front, by 86 feet deep. It contains fourteen school-rooms, each 35 feet by 27, and a large hall, 66 feet by 38 feet 8 inches, for the general exercises of the school. The basement is mainly divided into four large rooms, with corridors and stairways, one of the rooms being used for fuel, and the others for play-rooms in inclement weather. The principal, or ground floor has four school-rooms, each having a wardrobe and teachers' closet attached. Spacious corridors, with entrances on each side of the house for pupils, and a principal entrance in front. The side doors do not open directly into the corridors, but into vestibules, from which other doors open into the corridors, and also to the stairways leading to the basement. The second and third floors differ from the first only in having windows in the place of outside doors and vestibules of the first floor; and the second has a reception- or principal's retiring-room cut off from that part of the corridor toward the front of the house. Each of the rooms is wainscoted from the floor up about 3½ feet, and the corridors and wardrobes from 5 to 7 feet, with boards neatly grained and varnished (as is all the interior woodwork), and above these, on each side of the rooms, are blackboards.

The rooms are ventilated in a most approved and satisfactory manner.

The building is heated by the low-pressure system of steam-heating so successfully carried out in the Haven and Moseley Schools. The boiler is of the tubular form, twelve feet long by forty-two inches in diameter, of quarter-inch best American iron; steam dome 24 by 20 inches, with forty-one three-inch flues; grate-bars four feet by four; boiler set in double eight-inch walls, with full cast-iron front, braced with 6 ⅞-inch bolts through each way, with cast-iron braces inside and outside the walls. The whole amount of pipe in the school is 13,294 feet, of which mains and returns contain 3,102 feet, and one mile coil pipes 10,192 feet; in each school-room there is one large coil of 530 feet of ¾-inch pipe, and one coil of 50 feet—making 145 square feet of radiating surface in the coils. There is an average amount, in addition to the above, of sixteen square feet in the mains and returns in each room, which makes the total amount of radiating surface in each room 161 square feet, giving one square foot of radiating surface to 75 cubic feet of air. In the corridors there are four coils, containing 1,500 feet of pipe; in the hall there are two coils, containing 1,000 feet; in the gymnasium there are two coils, containing 792 feet; and in the reception-room one coil, containing 100 feet.

The building is of brick, with stone facings, and presents a plain, yet handsome and substantial appearance. It has been erected at a cost of $43,000, though the original contract price, exclusive of fixtures, etc., was $32,052.

The dedicatory exercises were attended by a large number of parents and citizens, with a goodly sprinkling of city officials. The chair was occupied by C. N. Holden, Esq., President of the Board of Education. The exercises were opened by the children's singing in a very effective manner the hymn commencing "And to Thee, our Heavenly Father," followed by the recital of the Lord's Prayer, and the dedicatory hymn sung by the school.

Hon. J. B. Rice, Mayor of the city, was then introduced, and said:

The Wells School being now completed, under the superintendency of the Board of Public Works, their president now gives up the keys to those who are to have charge of the institution hereafter. This duty belongs to me as Mayor. I look upon them as emblems of authority and guardianship, and they were never placed in better hands. I was never before so deeply impressed with the responsibilities of those who have schools under their charge; and it is fortunate that gentlemen of such virtue and intelligence have this authority conferred upon them. I appreciate the ordeal through which teachers have to pass in order to be accepted, and take it for granted that they are fully competent to discharge their duties faithfully. Above all things, be watchful and use forbearance; it is a noble virtue. I need not point out to children this handsome building which has been erected for their good. Only let me impress on you to be obedient and truthful. If you are obedient to your teachers, it will be much easier for them to love you. Love begets love, and you will soon return the affection. Be truthful, that you may be respected by others and respect yourselves. To this add good manners, that feeling which treats all persons with courtesy. By cultivating good manners, obedience, and truth, you will grow up and be worthy to take charge of this city. God bless you.

Mr. Holden, in a brief speech, transferred the keys to J. Mahoney, Esq., Principal of the school, complimenting him on the efficient manner in which he had discharged his duties.

Mr. Mahoney responded, thanking the President for his kind expressions, and expressing a hope that they may be deserved in future. He received the keys with feelings of pride, and also with anxiety; but it was the anxiety of hope. He closed by returning thanks for the confidence thus reposed in him, and, turning to the children, exhorted them to prove by their good behavior in the future that they appreciated the noble gift thus gratuitously offered.

The former Superintendent, W. H. Wells, Esq., in whose honor the school is named, said he might as well commence with a confession. He had fallen asleep over the subject of education, and it required a visit to the Board of Education early this morning to reassure him that schools and institutions of learning did really exist in this city. It seemed so long ago since his connection with schools that he had forgotten their labors, but hoped not their benefits. But since he had begun to refresh his memory, many old remeniscences had been called up, both interesting and pleasant. His labors in this city dated back ten years. Then, where this building now stands, there was nothing but wild unbroken prairie. To be sure, there was here and there a dwelling; but the children living in them had no school to attend. In 1856 the old Brown School was moved here, a two-story frame building, now adjoining this, which had ever since done noble duty. He had frequently told the children to be patient, and by-and-by they would have something better; and none could realize how grateful he was in his heart that his predictions had at last been verified. They had done well in the old school-house, and they deserved the building. He also remembered when the worthy principal (Mr. Mahoney) graduated at the High School, and the predictions of future greatness and usefulness that had been then made, and now so truly realized.

Ex-Superintendent Dore, President of the Board of Trade, thought there were few present who were more deeply impressed with what was before them than himself. Twelve years ago he left the City of Boston to take up his abode in this city and superintend its schools. At that time this metropolis contained only a population of 60,000, with six public schools; now it numbered 200,000 souls, with eighteen splendid school-edifices. Then there were only 6,000 children of proper age: now over 20,000. He resigned the position of Superintendent in 1856, but continued to visit the schools frequently until within a year or two, when business occupied all of his time; but, having received an invitation to attend this opening, he determined to cast business aside for the time, and return for a few hours to his younger days. The people in this section of the city might well congratulate themselves on having this beautiful institution in their midst. It is a noble monument of the munificence of our great city. He also congratulated the gentleman whose honored name it bears on this enduring monument to his memory, and hoped he might live many years to enjoy the fruits of his earnest labors. Why is it, the speaker continued, that our best-educated men manifest such an interest in school-houses? I will tell you. Because they know and appreciate their value, and the elevating influences they exert. The mind must be cultivated, its functions strengthened, or, like the body when not exerted, it will become powerless. What has not mind done for us? Is not its labor recorded every where? It has discovered the printing-press, the steam-engine, and the magnetic telegraph, to enable us to convey our thoughts with the rapidity of lightning around the world, almost before uttered. But you will soon learn all this for yourselves, only persevere.

The proceedings were here varied by a song, given by the entire school.

School Superintendent Pickard next arose. The speaker, directly addressing the children, said: We have to-day been presented by the honorable Mayor, on behalf of our city, with a beautiful present, worth about $50,000. Now what are you going to do with it? Addressing the parents, he continued: It is your duty, and one that should be held sacred, to see that your children are regular in their attendance. Never keep them at home, even for a single day, no matter what good reasons you may have for keeping them away. You should inculcate the necessity of attendance, impress them with the power of knowledge, and do not for a moment allow them to believe that success in life can be gained in any other direction. The school should never be underestimated in their presence. Teach them punctuality in attending. This is a sacred duty you owe

to posterity. Now, children, he continued, you have a new teacher, this new and beautiful school house,—listen to it,—it speaks. It says: Keep me clean; my walls are white now, my desks shining, my seats all new, my windows clean: do n't allow cobwebs and dirt to hide the light of day. The door says: For every scholar that arrives in time I open gladly, but to him that comes late I screech. The ground says: I will not allow quarreling, for I am level now, and him who dares to disobey I will strike. Boys, let us give three rousing cheers for your new teacher. The children responded heartily.

Speeches were also made by Aldermen Woodard, Chairman of Committee on Education in the Common Council, Holden, and others, of which we should be glad to give more extended notice, did time permit. The whole occasion passed off pleasantly, and has served to call anew the attention of the citizens to the strong defense and the pride of the city as well as the state,—our noble system of common schools. In the dawning of a better day for the school-interests of the city we have strong hope to see such buildings rapidly multiplied, till there shall be, as urged by Mr. Woodard, "a seat for every child old enough to attend school, and a teacher for every forty children." W.

MACOUPIN COUNTY.—The nineteenth session of the Macoupin County Teachers' Association has just finished its labors, and its members have gone forth to their work refreshed, encouraged, and strengthened. The Association convened on the 28th of August, and held four days. There were upwards of fifty teachers in attendance. The time was devoted to class exercises in, and general discussion of, the several branches of a common-school education, and to the discussion of the following subjects, viz: 'The organization of a school'; 'How shall we excite an interest in Pupils'; 'School Government'; 'The use of the rod'; 'Music in School', etc., etc.

A lively interest was manifested on the part of all present, each being willing to impart what information he possessed to others, and anxious to gain some new idea for himself. Prof. Sawyer, of Bunker Hill, was present on Tuesday and Wednesday, and instructed the class in English Grammar; and Prof. Minton, of Carlinville, took an active part in general discussion,—both adding greatly to the interest of the convention. Mr. Babcock solicited subscriptions for the *Illinois Teacher*.

The whole was much enlivened by spicy criticisms. Our evenings were devoted to lectures, essays, and select readings. On Tuesday evening Prof. Sawyer lectured on the Phenomena of Electricity, and performed many interesting and instructive experiments by means of his apparatus. On Wednesday evening Mr. Holliday, of Carlinville, spoke to an attentive audience on the subject of Genius, and our able State Superintendent, Dr. Bateman, closed the session with an address upon Graded Schools, which was delivered in his usual happy and entertaining manner.

A series of resolutions was adopted, among which were the following:

Resolved, That attendance at school should be enforced by legislative enactment.

Resolved, That teachers who fail, through neglect, to avail themselves of the advantages presented in the institute, are guilty of injustice to themselves, their patrons, and the profession.

Resolved, That we believe it to be the duty of school directors to be present at the Teachers' Institutes, so far as practicable, and, if necessary, to aid their teachers in attending.

Resolved, That remuneration for teachers' services should be determined by the grade of certificate and the ability of the teacher, rather than by mistaken economy on the part of directors; and that lady teachers should receive the same compensation, when performing the same service, as gentlemen.

Resolved, That we recommend every teacher to subscribe for and carefully read the *Illinois Teacher*.

Resolved, That we recommend the daily reading of the sacred Scriptures in school.

C. E. FOOTE, President.

MARY S. PATCHEN, Secretary.

COLES COUNTY.—It is a well-established fact that Coles is a living, moving, wide-awake county; and every year adds to it new vitality. It is moving up that river whose source is *excellence*. Good progress has already been made, and the steam is still up, and the whistle is sounding to clear the channel beyond. Her whole population is shouting 'Progress! Progress!' while her teachers, cheered by the bright prospect of success, with heart and soul in the work, are putting forth measures to place our educational standard upon a footing inferior to none in the state or country. And to their credit, and the credit of our County Superintendent, be it said, a long stride in the good work has just been made.

At the meeting of the Board of Supervisors of the county, an appropriation was made, to be used by Capt. E. Blake, for the purpose of securing to the teachers of the county advantages for drill and discipline, and to increase their efficiency as teachers. Capt. Blake immediately secured the services of Profs. Hewett, Boltwood, and Edwards,—veterans all, who know just *what* to teach, and *how* to teach it. Under the direction of these teachers, a Normal School was opened in this place on the 6th of August, and continued for four weeks. About one hundred and twenty teachers were present—all earnest, hard-working men and women, mostly of this county, though a few from the counties adjoining. The professors labored with commendable zeal to instill right principles into the minds of the taught, and in giving right direction to thought and action.

During the session, Messrs. Hewett, Boltwood, Edwards, President of the State Normal University, and Hon. Newton Bateman, State Superintendent of Public Instruction, favored us with a course of lectures. All were written in a most scholarly style, and impregnated throughout with the true spirit. They were highly appreciated, and spoke loudly for the eminent talent of their authors.

At the close of the school a teachers' meeting was called, at which J. H. Moore presented the following preamble and resolutions, which were unanimously adopted:

WHEREAS, We, the teachers of Coles county, feel that we have been greatly benefited by the Normal School of this county, and believe it to be an institution well worthy the patronage of every friend of education; therefore, it is

Resolved, That the thanks of the teachers of this county are due (1.) To P. K. Honn, Major Connolly, H. L. Taylor, J. Harvey, E. Moody, R. N. Osborn, and S. W. True, members of the Board of Supervisors of this county, for the public demonstration of their zeal in the cause of education, in voting an increase of salary to the County Superintendent, thereby enabling him to place within our reach facilities which we could in no other way obtain. (2.) To Capt. Elzy Blake, County Superintendent, for his deep interest and untiring energy in the cause of education since his election, and for securing to us the services of so eminently qualified a corps of teacher; and that we heartily approve, and will sustain him in, his efforts to increase the efficiency of our teachers, and to elevate the standard of education in this county. (3.) To Profs. Hewett, Boltwood, and Edwards, —our teachers,— for the unremitting zeal they have manifested as teachers, and the incalculable assistance they have rendered us. We believe that the mention of their names will ever stimulate us to higher and nobler attainments in the cause of education. We would also take this opportunity to express our gratitude to President Richard Edwards for the very superior lecture which he delivered before us.

The following was also presented, and unanimously adopted:

WHEREAS, The Hon. Newton Bateman, State Superintendent of Public Instruction, has shown, by his devotion to the interests of education in the State of Illinois, that his heart is in the work, and, by his knowledge of the wants of our state in this direction, that he is abundantly qualified to discharge the duties of his office; therefore, be it

Resolved, That we will use every effort in our power to procure his reëlection. And be it further

Resolved, That a copy of these resolutions be presented to each of the Coles County papers, and the *Illinois Teacher*, with a request that they be published; and the Secretary is requested to send a printed copy of the same to each of the above-named teachers.

R. H. FROST, Recording Secretary.

THE JO DAVIESS COUNTY TEACHERS' INSTITUTE will be held in Galena, commencing Oct. 23d, and continuing four days. Prof. J. V. N. Standish will be present and conduct the Institute.

THE HENRY COUNTY TEACHERS' INSTITUTE will be held at Cambridge, beginning Oct. 23d. Prof. Standish will be present part of the time.

NOTICES OF BOOKS, ETC.

RAY'S ALGEBRA, FIRST BOOK. Primary Elements of Algebra, for Common Schools and Academies. By Joseph Ray, M.D. Revised electrotype edition. Cincinnati: Sargent, Wilson & Hinkle.

RAY'S ALGEBRA, SECOND BOOK. Elements of Algebra, for Colleges, Schools, and Private Students. By Joseph Ray, M.D., etc., etc.

These new books are revised editions of the books so well known as 'Ray's Algebra, Part I,' and 'Ray's Algebra, Part II.' The changes made in this new edition are thus stated in the preface to each:—"The Examples, where they are thought to be needlessly multiplied, have been reduced, the rules and demonstrations abridged, and other methods of proof, in a few instances, substituted."

Evidently great pains has been taken to secure exactness and accuracy in the definitions; we notice, however, one or two things to which we wish to take exceptions. For instance: The SIGN OF MULTIPLICATION, ×, is read *into*, or *multiplied by*. Why use the word into? We have no doubt that the statement is true that the sign *is* read thus; but is there any propriety in such a reading? "A POWER of a quantity is the product arising from multiplying the quantity by itself one or more times." This definition excludes all powers below the second.

We had regarded the great number of examples in the former editions of Ray's Algebra as a great excellence; pupils will not acquire facility in the use of Algebraic symbols and terms without much practice. The number of examples, however, has not been diminished to such an extent as to impair this excellent feature. We are sure that all who have used the old books will welcome the new edition.

GUYOT'S GEOGRAPHICAL SERIES. *Primary, or Introduction to the Study of Geography. Common-School Geography.*

These new books are the work of Professor Guyot, assisted by Mrs. M. H. Smith, of the Oswego Training-School. It is the intention of the author that they shall be used in connection with Guyot's Wall Maps.

The Primary Geography is for pupils under nine years of age, though in many of our schools it will be found the right book to put in the hands of much older pupils. The children are taken on journeys,—first over different parts of the United States, and then to foreign lands,—the more prominent works of nature and of man that are met with being the subjects of explanation, and often of illustration. Many facts of natural history and incidents of travel, interesting to children, are incorporated with these explanations. It is the intention of the author that the pupil shall first take the journey in imagination, and then trace its course upon the map.

We like, with but a single exception, noticed below, the plan of the book. Every body who has had any thing to do with the book seems to have labored faithfully to carry out this plan. We have no hesitation in saying that we think it the most interesting and instructive Primary Geography we have ever seen. We think it is a mistake that no attempt is made to have the pupils draw a map

themselves of the journey they take. We have seen children no older than those for whom this book is intended, who would make a very good sketch of the maps used by them; and we have always found them interested in such work. We think there is no time in life when the pupil can begin to do something at map-drawing with greater ease; and certainly the habit of careful observation which it cultivates is very valuable, and can not be cultivated too early in life. We do not mean to advocate having the pupil sit down and copy a map with all the railroads, towns, canals, etc., of which he knows nothing, and possibly never will know any thing; but we would have him be able to make a map in which should be properly indicated those natural features about which he has learned, the position of the towns through which his journey has carried him, and the railroads, etc., by which he has traveled.

The objects of the Common-School Geography, as stated in the preface, are:— "*First*, To train the young pupil in a minute and thorough study of the maps of the several continents, thus giving him a *firm foundation*, on which all geographical knowledge acquired by him in the future shall rest. *Second*, To give him a convenient summary of the leading facts to be acquired by this study of the maps. *Third*, to impart a thorough and lasting knowledge of that which is most important concerning the geography of the states and nations occupying the several continents." It is arranged in four distinct parts, "Part I being *Introductory Lessons;* Part II, *Study of the Continents;* Part III, *Study of the United States;* and Part IV, Mathematical or Astronomical Geography." The book is intended for pupils from nine to thirteen years of age.

The maps in these books are after the same plan with Guyot's Wall Maps, and are therefore much more valuable than those found in other similar works. While there is a great deal told by these maps, especially of the Physical features of the countries they represent, yet such judicious use is made of coloring and shading that the maps do not seem crowded. Things of no importance to the pupil are left off, so the maps do not appear confused, and the attention of the learner is not distracted by a thousand things of which he is required to learn nothing. In a few cases, however, the omission has been made in such a way as to lead to incorrect conclusions. A single instance, to illustrate: The map of Illinois shows seven lines of railroad crossing the state, while the Illinois Central appears to run only between Bloomington and Cairo,—the northern part and the 'Chicago Branch' not being represented at all. We have noticed also in the descriptions a few erroneous statements, and some omissions which should not be made, if things which are mentioned were to be spoken of.

On page 116 it is said that St. Augustine was settled in 1564: the correct date is given on page 106. The government of the United States is more accurately defined to be a Republic than a Democracy. The Western Railroad in Massachusetts does not connect Albany and Boston, nor can it with any propriety be said to be the most important railroad in the state. Lowell, Hartford, Worcester, and Nashua, are said to be the most important manufacturing towns in New England; while Lawrence, which is next to Lowell in amount of capital invested in manufacturing, and Manchester and Fall River, which are next to Lawrence, and Taunton and Lewiston, both more extensively engaged in manufactures than Nashua, are not mentioned. Pittsburg is said to be noted for its manufactures, and its trade in iron and coal; but nothing is said about its oil trade, which is next in importance to its iron trade, and which makes it the largest oil market in the world. No where in the book is there any more definite statement made about the population of Chicago than that it is over 100,000; it is, however, said to be smaller than either St. Louis or Cincinnati. A little careful revision will set such matters right. We mention them because we are sorry to see them in a book which, in so many respects, stands without a rival.

By writing these books Prof. Guyot has made a great addition to the debt already due him by the teachers and students of Geography. Teachers, if they can not get the books introduced into their schools, would do well to obtain copies for their own use.

AN INTRODUCTORY LATIN BOOK: intended as an Elementary Drill-Book, and as an introduction to the author's Grammar, Reader, and Latin Composition. By Albert Harkness. New York: D. Appleton & Co. 1866.

The title of this book sufficiently explains its object. We like the book very well, as we do the Grammar and the Reader. The books are carefully prepared, by one who seems to understand the wants of the school-room. In behalf of those who buy school-books, we would suggest that some expense ought to have been saved them by combining this with the Reader.

WARREN'S COMMON-SCHOOL GEOGRAPHY. Revised edition. By D. M. Warren, author of a Series of Geographies. Philadelphia: Cowperthwait & Co. Chicago: Speakman & Proctor.

This old and popular text-book comes to us with a new face. The text has been carefully revised, and adapted to the present state of facts in geographical science. We are no longer taught that "Ohio surpasses every other state in the production of wheat, corn, wool, and wine," or that "Kansas and Nebraska are newly-organized territories."

Perhaps the greatest improvement in the book is the new maps. They are clear in outline, distinct in typography, and rank among the highest specimens of the engraver's art. We welcome the book to our school-room. W.

INTRODUCTORY LESSONS IN ENGLISH GRAMMAR. By Wm. Henry Parker, Principal of the Ringgold Grammar School, Philadelphia. Philadelphia: Eldredge & Brother. 16mo., pp. 119.

A GRAMMAR OF THE ENGLISH LANGUAGE: based upon an Analysis of the English Sentence. By the same author and publishers. 12mo., pp. 384.

The author of this series of grammars is a practical teacher, and, having observed the discrepancies, inaccuracies and conflicts of other series, and the imperfect fruits of their teaching, has attempted to present a system freer from fault than any of its predecessors. The Key-note of the plan is contained in the following extract:

"Feeling confident that a knowledge of the elements and the construction of sentences would reconcile differences of opinion among teachers, and leave only unimportant variations in classing and parsing words, and that such a knowledge would be of more value both in speech and written composition than learning the mere classification, inflection and syntax of words considered singly, and a method of parsing them, could possibly be without it,—the author has deemed a book on a better plan desirable."

Hence, Analysis is the basis of the system; and, after teaching the use, relation and power of words in a sentence, he proceeds to examine each class of words separately, with its syntactical relations to others. Throughout the whole book, the idea that pupils only know a thing by being able to make a practical application of it is made especially prominent. The style of the work is clear, and its examples and illustrations are pertinent. An Appendix contains much very valuable information for teachers. W.

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We have just received from J. W. Schermerhorn & Co., of New York, a little box containing cards, checks, and certificates, besides merits and half-merits, intended to assist the teacher in keeping a record of the recitations and deportment of his pupils. We like the appearance of the *Aids* so well that we have concluded to use them in our primary department. They furnish a ready method of summing up the pupil's credits for a day, a week, a month, etc. A mild but constant pressure can thus be brought to bear upon the pupil, and a wholesome sense of responsibility be steadily maintained; and this, we venture, is among the very best things to be attained in school.

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By the use of the AIDS TO SCHOOL DISCIPLINE, all this drudgery is avoided, much valuable time is saved, a wholesome stimulant is afforded to pupils and parents, being informed each night how their children have passed the day, are led to take a more lively interest in the School.

A further benefit is secured. Many school children are too young to appreciate fully the significance of a simple mark or figure. They require something tangible —something that they can take home and show their parents and friends when they have done well, and which, if they fail to obtain by negligence or misconduct, will bring upon them immediate exposure. This system is consequently more efficient than ordinary records, besides being more popular with parents and pupils as well as with teachers.

The AIDS may be used in various ways. The following will suit the majority of Schools: In the morning each pupil receives a CARD, (five merits,) to be forfeited during the day in case of misdemeanor or failure in recitation. When five of these cards are obtained, they are exchanged for a *CHECK*, (twenty-five merits,) representing a perfect *School Week*. FOUR CHECKS are in like manner exchanged for a *CERTIFICATE OF MERIT*, representing one hundred merits, or a perfect *Month*. These Certificates bear the pupil's name, and are signed by the teacher. The number held at any time will show the pupil's standing in the School. If a prize is to be awarded at the close of the session, or year, there can be no difficulty or possibility of mistake in determining to whom it belongs. And the decision being made in public, each pupil exhibiting the Certificates which he holds, no suspicion of favoritism can possibly arise.

The AIDS are beautifully illuminated, being printed in the *National Colors*, and are beautiful in design. These Certificates in themselves are prizes which every child will admire and cherish.

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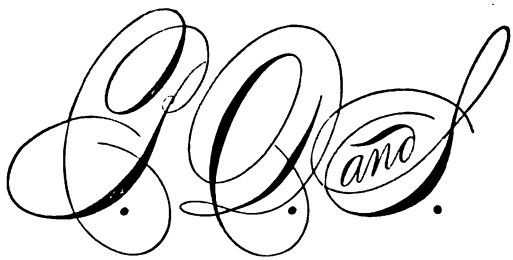
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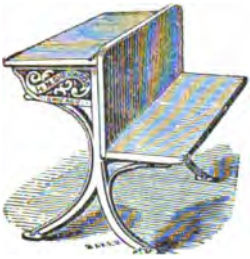
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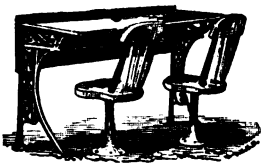
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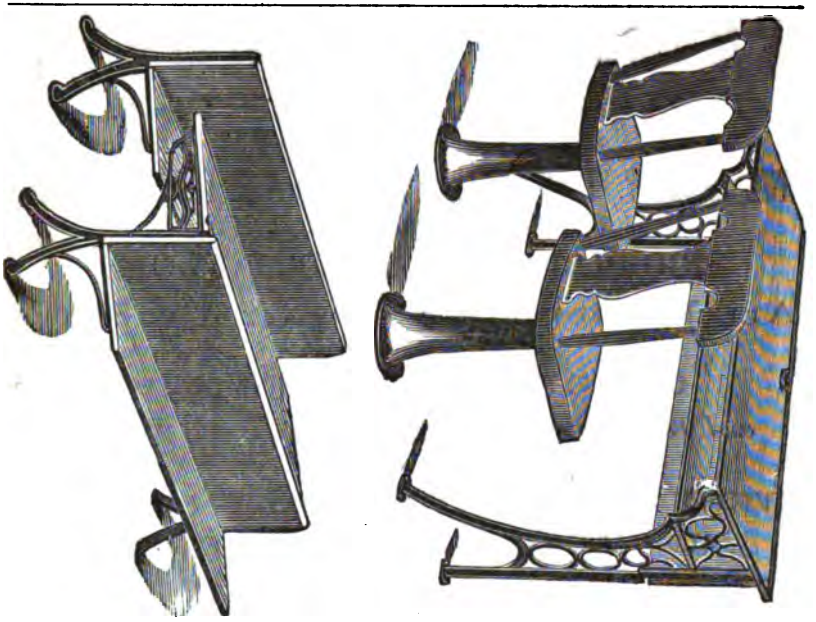
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THE METRIC SYSTEM.*

In 1795 France adopted a system of weights and measures founded upon the decimal system of notation, called the Metric System. This system was regarded as so great an improvement upon the old methods, that it has since been adopted by Italy, Spain, Portugal, many parts of Spanish America, Belgium, Holland, and considerable portions of Germany and Austria. In 1864 the Parliament of England passed an act permitting its use throughout the United Kingdom wherever parties should agree to use it.

The introduction of the Metric System into this country had long been recommended by scientific men, and in 1866 its use was authorized by Congress. To furnish a convenient standard of comparison, and render the public familiar with the new measures, it was also authorized that the new five-cent piece should weigh five grammes, and be one-fiftieth of a metre in diameter. To facilitate its adoption by the public, it is necessary that it should be immediately introduced into our school arithmetics.

The principal difficulty an author meets with in introducing the subject into a text-book is the lack of a proper notation. The French write 35 metres 429 millimetres thus, 35^{m}, 429; also 19 francs 76 centimes thus, 19^{f}, 76. It seems more appropriate, however, to place the initial of the unit at the left of the numerical expression as in Federal Money, and this method has been adopted by the author. Thus, 36 metres and 429 millimetres are written M35.429. A slight modification of these initials would be an improvement, and some such modification should be agreed upon by scientific men.

In the Metric System we first establish the unit of any measure, and then derive the other denominations by taking decimal multiples and divisions of the unit. Any quantity consisting of several denom-

* Prepared for the new edition of *Brooks's Normal Written Arithmetic*, and printed from advance proof-sheets of the work.

inations is thus written and treated as an integer and decimal, the decimal-point separating the unit and its divisions.

Names.—After naming the *unit* of any measure, the names of the higher denominations are formed by prefixing to the name of the unit the Greek words *deca* (ten), *hecto* (hundred), *kilo* (thousand), *myria* (ten thousand). The lower denominations are formed by prefixing the Latin *deci* (tenth), *centi* (hundredth), *milli* (thousandth).

Units.—The following are the different units, with an indication of their English pronunciation:

LENGTH, *Metre* (Meeter).	CAPACITY, *Litre* (Leeter).
SURFACE, *Are* (Air).	WEIGHT, *Gramme* (Gram).
VOLUME, *Stere* (Stair).	VALUE, *Franc* (Frank).

TABLES.

In the following tables we have given the values of the units, and the names of their multiples and divisions. The values of the units are taken from the report of the Smithsonian Institution for 1864.

Table of Length.

The *metre* is the ten-millionth part of the quadrant extending through Paris from the equator to the pole. It equals 39.3708 inches, or 3.2809 feet.

10 Millimetres = 1 Centimetre.	10 Decametres = 1 Hectometre.
10 Centimetres = 1 Decimetre.	10 Hectometres = 1 Kilometre.
10 Decimetres = 1 *Metre*.	10 Kilometres = 1 Myriametre.
10 Metres = 1 Decametre.	

Table of Surface.

The *are* is a *square decametre*. The *are* equals 119.6033 square yards, or 0.0247 acre.

10 Milliares = 1 Centiare.	10 Decares = 1 Hectare.
10 Centiares = 1 Deciare.	10 Hectares = 1 Kilare.
10 Deciares = 1 *Are*.	10 Kilares = 1 Myriare.
10 Ares = 1 Decare.	

Note.—Teachers should introduce specimens of the Metre into their schools. A rod 39⅜ inches long is very nearly a metre.

Table of Volume.

The *stere* is a *cubic metre*. The *stere* equals 35.3166 cubic feet.

10 Millisteres = 1 Centistere.	10 Decasteres = 1 Hectostere.
10 Centisteres = 1 Decistere.	10 Hectosteres = 1 Kilostere.
10 Decisteres = 1 *Stere*.	10 Kilosteres = 1 Myriasetre.
10 Steres = 1 Decastere.	

Table of Capacity.

The *litre* equals 2.1135 pints wine measure, or 1.81626 pints dry measure. It is a *cubic decimetre* = 61.027 cubic inches. It is used for dry and liquid measures.

10 Millilitres = 1 Centilitre.	10 Decalitres = 1 Hectolitre.
10 Centilitres = 1 Decilitre.	10 Hectolitres = 1 Kilolitre.
10 Decilitres = 1 *Litre*.	10 Kilolitres = 1 Myrialitre.
10 Litres = 1 Decalitre.	

Table of Weight.

The *gramme* is the weight of a *cubic centimetre* of distilled water at the temperature of melting ice. The gramme equals 15.44 Troy grains.

10 Milligrammes = 1 Centigramme.	10 Decagrammes = 1 Hectogramme.
10 Centigrammes = 1 Decigramme.	10 Hectogrammes = 1 Kilogramme.
10 Decigrammes = 1 *Gramme.*	10 Kilogrammes = 1 Myriagramme.
10 Grammes = 1 Decagramme.	

Note 1.— Teachers should introduce specimens of the Gramme and Kilogramme into their schools.

Note 2.— Merchandise is generally bought and sold by the kilogramme. The kilogramme equals about 2 1-5 pounds, avoirdupois.

Table of Money.

The French gold coin is the 20-franc piece, or Louis. The silver coins are the *franc* and *demi-franc.*

10 Centimes = 1 Decime. | 10 Decimes = 1 *Franc* = $0.186.

Note.— Circular Measure and Measures of Time are the same as those of the United States.

Exercises in Notation and Numeration.

Notation.

1. Write 6 metres and 5 centimetres. *Ans.* M6.05.
2. Write 17 metres, 4 decimetres, 8 centimetres. *Ans.* M17.48.
3. Write 7 decametres, 2 decimetres, 5 centimetres. *Ans.* M70.25.
4. Write 8 hectometres, 2 decimetres, 5 millimetres. *Ans.* M800.205.
5. Write 9 ares, 3 centiares, 5 milliares. *Ans.* A9.035.
6. Write 15 ares, 9 deciares, 8 milliares. *Ans.* A15.908.
7. Write 4 hectares, 8 ares, 5 centiares. *Ans.* A408.05.
8. Write 6 kilares, 7 decares, 9 centiares. *Ans.* A6070.09.
9. Write 24 steres, 2 decisteres, 5 millisteres. *Ans.* S24.205.
10. Write 12 decasteres, 6 decisteres, 8 centisteres. *Ans.* S120.68.
11. Write 9 kilosteres, 7 decasteres, 5 centisteres. *Ans.* S9070.05.
12. Write 2 decalitres, 6 litres, 8 centilitres. *Ans.* L26.08.
13. Write 3 hectolitres, 8 litres, 7 decilitres. *Ans.* L308.7.
14. Write 16 grammes, 4 decigrammes, 8 centigrammes. *Ans.* G16.48.
15. Write 9 hectogrammes, 5 grammes, 8 centigrammes. *Ans.* G905.08.
16. Write 8 myriagrammes, 7 hectogrammes, 6 centigrammes, and 5 milligrammes. *Ans.* G80700.065.

Numeration.

1. Read M48.05.

Solution.— M48.05 is read 48 and 5 hundredths metres; or it may be read 4 decametres, 8 metres, and 5 centimetres.

Read the following:

2. M12.06.	7. A70.305.	12. L807.005.
3. M35.48.	8. A402.08.	13. L2070.604.
4. M80.025.	9. S204.06.	14. G5062.035.
5. A12.02.	10. S318.205.	15. G20760.508.
6. A28.67.	11. S500.206.	

REDUCTION OF THE METRIC SYSTEM TO THE COMMON SYSTEM.

Measures of Value.

1. How many dollars in 25 francs? *Ans.* $4.65.
2. How many dollars in 47.50 francs? *Ans.* $8.83⅓.
3. How many francs in $15.50? *Ans.* F83.33⅓.
4. How many francs in $37.75? *Ans.* F202.597.

Measures of Weight.

5. How many grains in 12 grammes? *Ans.* 185.28gr.
6. How many pounds Troy in 408.5 grammes.
Ans. 1lb. 3oz. 9pwt. 2⅔gr.
7. How many pounds Av. in 976.25 grammes? *Ans.* 2lb. 2oz. 7¼dr.
8. How many grammes in 480 grains? *Ans.* G31.088.
9. How many grammes in 12 Troy pounds? *Ans.* G4476.684.
10. How many grammes in 12 Av. pounds? Ans. G5440.414.

Measures of Length.

11. How many feet in 24.5 metres? *Ans.* 80.38205ft.
12. How many yards in 136.54 metres? *Ans.* 149.32469yds.
13. How many metres in 120 yards? *Ans.* M109.726.
14. How many metres in 2mi. 3fur? *Ans.* M3822.122.
15. How many miles in 4000 metres? *Ans.* 2mi. 3fur. 35rd., etc.
16. How many metres in 3 mi. 6 fur. 32rd? *Ans.* M6195.8608.

Measures of Surface.

17. How many sq. yd. in 142.5 ares? *Ans.* 1704.347 sq. yd.
18. How many acres in 505.6 ares? *Ans.* 12A. 1R. 38P.
19. How many ares in 360 sq. yds.? *Ans.* A3.0099.
20. How many ares in 120 roods? *Ans.* A1214.574.
21. How many ares in 5A. 2R. 24P. *Ans.* 228.744.

Measures of Volume.

22. How many cubic feet in 46 steres? *Ans.* 1624.5636 cu. ft.
23. How many cubic feet in 214.78 steres? *Ans.* 7585.2993 cu. ft.
24. How many steres in 128 cu. ft.? *Ans.* S3.624.
25. How many steres in 16cu. yd. 8cu. ft.? *Ans.* S12.458.

Measures of Capacity.

26. How many gallons in 36.08 litres? *Ans.* 9gal. 2 qt.
27. How many gallons in 45.05 litres? *Ans.* 11gal. 3qt. 1pt.
28. How many beer gallons in 36.45 litres? *Ans.* 7gal. 3qt. 1pt.

29. How many litres in 24 gallons? *Ans.* L90.844.
30. How many litres in 36gal. 2qt.? *Ans.* L138.16.
31. How many litres in 77 beer gallons? *Ans.* L355.808.
32. How many litres in 6bu. 2pk.? *Ans.* L229.04.
34. How many bushels in 65.25 litres? *Ans.* 1bu. 3pk. 3qt.

Practical Problems.

1. What cost 25 metres of cloth, if 1 metre cost $3.45? *Ans.* $86.25.
2. What cost 36 metres, 4 decimetres and 5 centimetres of cloth, at the rate of $4.65 a metre? *Ans.* $169.49.
3. What cost 48.625 metres of cloth, if 9.725 metres cost $36.75? *Ans* $183.75.
4. What cost 35 metres 429 millimetres of carpet, at the rate of 19 francs 75 centimes a metre? *Ans.* F699.722+.
5. How much must I pay for 23¾ metres of silk, at 8 francs 25 centimes a metre? *Ans.* F195.94—.
6. What cost 49 ares 25 centiares of land, at $3.75 an are? *Ans.* $184.69—.
7. What cost 27 hectares of land, at $285.25 a hectare? *Ans.* $7701.75.
8. What cost 3 kilares, 7 hectares, 6 deciares of land, at $275.25 a hectare? *Ans.* 10185.90.
9. What must I pay for 29 decares, 17 centiares of land, at $6.65 an are? *Ans.* $1929.63.
10. How much will it cost to excavate 12½ steres of earth, at $37.25 a stere? *Ans.* $476.80.
11. What must I pay for 75 steres, 2 decisteres and 5 centisteres of wood, at the rate of $2.65 a stere? *Ans.* $199.41.
12. If 5 decasteres of wood cost $12.75, what must I pay for 8 hectosteres 6 decisteres of wood? *Ans.* $204.153.
13. What cost 15.25 litres of wine, in Federal Money, at 75.5 francs a litre? *Ans.* $214.15+.
14. How much must I pay for 3 decalitres 5 decilitres of molasses, at $1.25 a litre? *Ans.* $38.12½.
15. How much must be paid for 12 grammes and 5 decigrammes of jewels, at $6.50 a gramme? *Ans.* $81.25.
16. What cost 672 grammes, 2 decigrammes and 5 centigrammes of opium, at 62½ cents a gramme? *Ans.* $420.15.
17. A man bought 7000 grammes of jewels at 40 francs a gramme, and sold them at $15 a pennyweight; how much was gained or lost? *Ans.* 154.70.

Problems on Imports.

1. An importer bought 428.5 metres of silk in France, at 18 francs a metre, sent it to the United States, paying 25 cents a metre shipping and duty, and sold it for $5.25 a metre; what was his gain? *Ans.* $707.88.

2. An importer bought 428.5 grammes of drugs in France, at 12.5 francs a gramme, paid 31½ cents a gramme duty and freight, and sold them for $2.25 a gramme; how much was gained or lost?

Ans. Lost $167.11.

3. A man bought a valuable gem in France, which weighed 325.75 grammes, paying 10.25 francs a gramme; the duty on it was $6.25: how much must he sell it a gramme to clear $150? *Ans.* $2.39.

4. I bought 125.75 litres of wine in France, at 45.25 francs a litre, paid $1.25 a litre duty and freight, and sold it at $12.50 cents a litre; how much did I gain? *Ans.* $356.31.

5. An importer bought 625.5 litres of French brandy, at 7.55 francs a litre, paid 15 cents a litre duty and freight, and sold it in New York at $1.65 a litre; how much did he gain? *Ans.* $59.86.

6. A man bought 200 metres of cloth in France, at 16.25 francs a metre; he paid 12½ cents a yard duty and freight, and sold it in Boston at $4.62½ a yard; what was the gain? *Ans.* $379.76.

7. An importer bought 480 grammes of jewels at 12.25 francs a gramme, and paid $5.25 an ounce shipment and duty, and sold them in Philadelphia at $102.75 an ounce; what was the gain? *Ans.* $411.72.

LEARNING BY ROTE.

THE whole art of education as respects the memory consists in regulating the reception of first impressions so as to give them firmest hold on the mind, and in furnishing methods by which the power of recollection in dependence on the will may be best guided and maintained. But, though thus simple in its outline, the education of the memory is in reality rendered a very difficult problem by its numerous natural diversities, and one much less capable of being determined by general rules than is commonly believed. There are, however, various points in which its efficiency may be greatly increased by experience and good sense directed toward the result; and these are precisely the instances where physiology and medical knowledge afford suggestions of much value, with reference both to particular cases and to the more general methods employed.

Upon this topic, however, I can not enter beyond one remark which bears directly on the subject before us: this is the fact, well attested by experience, that the memory may be seriously, some times lastingly, injured by pressing upon it too hardly and continuously in early life. Whatever theory we hold as to this great function of our nature, it is certain that its powers are only gradually developed, and that if forced into premature exercise they are impaired by the effort. This

is a maxim, indeed, of general import, applying to the condition and culture of every faculty of body and mind, but singularly to the one we are now considering, which forms in one sense the foundation of our intellectual life. A regulated exercise, short of actual fatigue, enlarges its capacity both as to reception and retention, and gives promptitude as well as clearness to its action. But we are bound to refrain from goading it by constant and laborious efforts in early life, and before the instrument has been strengthened to its work, or it decays on our hands: we lose its present power, and often enfeeble it for all future use.

Even when by technical contrivances the youthful memory has been crowded by facts and figures, injury is often done thereby to the growth of that higher part of the faculty which recollects and combines its materials for intellectual purposes. And this is especially true when the subjects pressed on the mind are those not naturally congenial to it,—a distinction very real in itself, and partially recognized by all, yet often unduly neglected in our systems of education. The necessity must be admitted in practice of adopting certain average rules under which the majority of cases may be included. But special instances are ever before us where the mind, by its constitution, is so unfitted for particular objects that the attempt to force the memory or other faculties upon them is not merely fruitless but hazardous in result. It is tersely said by Hippocrates, *Φυσέως ἀντιπραττούσης, κένεα παντα,** —a maxim requiring some qualification, yet never to be disregarded in our dealings either with the mental or bodily condition of man. . . . . In the course of my practice, I have seen some striking and melancholy instances of the exhaustion of the youthful mind by this overexercise of its faculties. In two of these, unattended with paralytic affection or any obvious bodily disorder, other than a certain sluggishness in the natural functions, the torpor of mind approached almost to imbecility. Yet there had before been acute intellect with great sensibility; but these qualities had been forced by emulation into excess of exercise without due intervals of respite and with habitual deficiency of sleep.—Sir H. Holland.

The pupil whose intellect has once been aroused can not help striving, partially at least, to understand what he hears or learns, and can not fasten his attention upon sounds that are unintelligible to him. The pupil whose intellect has slumbered while his senses have been active remembers sounds with facility, and is content to attach no meaning to them. He substitutes the appearance of knowledge for the reality,—the sign for the thing signified,—words for ideas,—answers for information. His verbal knowledge is often so accurate as

* When nature opposes, our labor is lost.

to prevent the slightest suspicion of the utter mental darkness that it veils.

At a school examination he is asked (say) to enumerate the properties of iron; and he has malleability, fusibility, and so forth, at his fingers' ends. Some one, possibly, doubtful of the depth of his attainments, may ask what he means by a 'property'; but the reply that it is a quality will seldom fail to satisfy the querist. Few would suspect what is certainly often the case, namely, that none of these words represent or have ever represented any glimmering of knowledge, any sort of intellectual idea. The children who repeat them often not only do not understand or wish to understand them, but positively do not know that they can be understood; remembering and imitating what they have heard, just as a little savage would the cry of a wild animal or the call of a bird to its mate.

The effect produced upon the pupils by this sensational learning may be briefly regarded in a twofold manner. In the first place, the period of school life is wasted partially or wholly, according to the degree of the evil; in the second, the mind is absolutely weakened: the sensorium, which might be left to nature, is called into activity, and the intellect, which should be cultivated by art, is left dormant. The child is trained toward the mental state suited to savagism, in stead of that required by civilization; and, in a greater or less degree, the kind of mental weakness observed in the savage is the result. It would be difficult to devise a process which should predispose more powerfully than this to mental alienation under the trials of life; and I believe that the prevalence and the increase of insanity are due in a great measure to the faultiness of common methods of instruction.

The cause chiefly concerned in the production of sensational learning is perhaps the absolute nonrecognition by schoolmasters of the frequency, or even possibility, to say nothing of the undesirableness, of this distinct form of mental activity. Physiology has not long revealed the fact, and the fact has never been brought under their attention. In ignorance of it, they take the children of the poor and stimulate their sense-perceptions, heedless of the faculties that lie dormant beneath; or, they take the children of the better classes, in whom favorable domestic circumstances have produced some degree of intellectual life, and this they crush under an excess of tasks. The lessons are too long, or too difficult, or too numerous: the growing mind gives up in despair, and delegates its work to the sensorium. The pupil, in perpetual disgrace as long as his learning was retarded by efforts to comprehend, reaches the head of his class as soon as he surrenders himself to the guidance of sound. The master rejoices over a pattern boy produced from a dunce: the physiologist would mourn over a possible philosopher extinguished at school.

The remedy, theoretically speaking, must be sought in a distinct

recognition of the fact that the purposive excitation of the higher faculties of the mind should be the first step in education, as it forms the only foundation upon which an enduring superstructure can be laid. When this first step has been made at home, the duty of the schoolmaster is easy: it being chiefly necessary to arrange that the lessons should stimulate, but not outstrip or baffle, the comprehension of the child.—DR. R. B. CARTER.

ETYMOLOGY.

IT is a fact worthy of the consideration of educators, especially of the teachers of our common schools, that much may be taught concerning the derivation and classification of words *without* the pupil's first acquiring a knowledge of the ancient languages. This may be done even by that class of teachers who have not been favored with a classical education. *How* to accomplish this I shall endeavor, in a brief manner, to explain.

First, the pupil should be required to commit the definitions of those Latin and Greek prepositions which are so often used as prefixes in the English language. These can be found in nearly all the spelling-books now in use. The teacher should then select some familiar word, as *scribe*, and allow the pupil to mention the words in the language formed by combining this word with the Latin prepositions. The scholar would readily name the following: Subscribe, superscribe, transcribe, describe, inscribe, ascribe, prescribe, proscribe, and circumscribe. He might then be informed that in many words of this family the letter *b* is changed into its cognate, *p*. He would then be able to increase the list, and the following might be added: Scripture, scriptural, antiscriptural, inscription, transcript, conscript, manuscript, and circumscription. These may be termed *the family of scribe words*, and the pupil should be taught the etymological definition of each.

If the same course should be pursued with the *vent words*, the following could be mentioned and etymologically defined: Prevent, invent, circumvent, advent, convent, etc.

Next the *logy words*, the *graphy words*, and the *meter words*, may be sought for and defined.

The student will be surprised and delighted to learn that words may be classified with respect to their signification, and will search with pleasure for every member of each word-family.

The only book absolutely essential to the successful teacher of etymology is Webster's New Dictionary; but Oswald's Etymological Dictionary is a valuable auxiliary. H.

COMPOSITION.

A GENTLEMAN eminent in literature told us not long ago that it had always been his custom to stipulate with the teachers of schools to which he sent his daughters that the latter should *not* be obliged to write 'compositions'; for he said that, as usually conducted, it seemed to him to be an exercise in the art of diluting the smallest amount of meaning with the largest quantity of words; and he thought no practice was more prejudicial than that to the attainment of good habits of mind, or real power of expression. We could not but remember the weary hours that we had spent in our younger days in the vain endeavor to make bricks without straw, and wish that we had enjoyed the benefits of such a prohibition; and it reminded us that we had had some amusing specimens of school compositions put into our hands, which illustrate the state of bewilderment in which children's minds are placed when called on to write, without any help or guidance, on some abstract or general subject. They were written not a hundred miles from a Massachusetts school, and something less than a hundred years ago. The first is on American Scenery, and runs as follows:

We can see a great deal of this when we travel into different parts of the country and view the various scenes of antiquity.

It is delightful to travel into it, and see it, those who have money enough, but poor people must do otherwise.

There are a great many kinds of scenery, some of ghost, some imagination, and some of real life, so that we have all sorts and all kinds. We imagine one when there really is not one, and it may appear to be very beautiful to us at times, and at others not so.

The next is on the comparative utility of printing and the mariner's compass, and the young authoress endeavors unsuccessfully to consider the two branches of her subject separately.

"The comparative degree of a Mariner's Compass, and the Art of Printing:"

THE MARINER'S COMPASS.

This instrument governs a vessel at sea, and guides the mariner through the voyage. It always points north, and the vessel goes in any direction by the means of a rudder which turns it from one course to another. When a vessel is lost at sea, it is very soon known, and a great excitement made at land about it, and people think it strange. One will say it is fire, or it got shipwrecked and there is no knowing anything about it, till a vessel arrives and brings news that they discovered it at such a place. It then brings joy and gladness to every heart that is interested in it.

THE ART OF PRINTING.

Men would be totally ignorant of it, were it not for this art. The great men of modern times once began by the stamp of the type which had the letter A upon it. They commenced with that and went on by degrees, and, in time, *became very intelligent men and became enlightened.*

If a vessel is lost at sea, it is made by the types making an impression on the papers and is copied from one paper into another.

No. 3 we think a much more promising performance. The style is direct and vigorous: facts are not taken at second-hand, but there is evidence of original research and observation, 'down on the plains'. The authoress is definite as far as her knowledge extends. She knows they 'put them in a bilar'—but where her information ends she prudently becomes general.

HOW PAPER IS MADE.

First, pedlers go roun and gether rags, and gives tin ware and woodden ware and sutch. They then go and sell it to people that owns mills made on purpose for making paper. then they do have a lot of womans hierd to cut up the rags and they cut them a bout 2 inches long and a bout one in widh they put them in a large bilar and biles them and does something else with them. linen rags makes best paper, white rags makes white paper and they youse rie-straw to make brown paper, they youst to have a paper mill as we go down on the plains a bout six years ago.

Something could be made out of our last young writer; but as to the first two exercises, what is setting such subjects, and getting such results, but pursuing a course of mental stultification? And at the exhibitions of schools of higher grade, how often do judicious listeners have to grieve at the approbation expressed by fond parents and admiring friends for the silly or sentimental platitudes of young ladies in their teens. At college commencements how strikingly does some vigorous paper, the work of real thought, some times stand out from the washy flood of conventionalities which are apt to form the staple of the literary entertainment.

Yet not one of the elements which go to form a good education is more important than a real training in the art of expressing our thoughts clearly and forcibly, whether with the voice or pen; and while it would be as absurd to attempt to make all pupils elegant writers as to make all fine singers or distinguished artists, there are very few so dull as not to be able to learn to express their ideas simply, and with clearness and propriety, if only the right method is adopted.

We do not believe there is any one way that can be relied on to accomplish this result, though we are sure that most of the common ways are a good deal worse than useless, confusing and perplexing

younger scholars, and putting a premium, among older ones, on empty platitudes and feeble verbiage. As a general rule, those scholars will, of course, write best whose minds are most exercised by *all* their school-lessons; and those worst whose powers are cramped by dull, mechanical routine. The best preparation for written exercises is the constant practice of uttering one's thoughts orally. Let the teacher in recitation require answers from the pupil in his own words, and not those of the book, and insist that those answers shall be in the shape of complete grammatical sentences; let these be sharply criticised, and the statement always be reduced to its very best and clearest form, and in this way every exercise may be turned into an exercise in expression, and the transition to writing will be comparatively easy.

This is far better practice than the one, so often prescribed and highly recommended, of translating from foreign languages,—an exercise in which we have not much faith except for advanced pupils. The idioms of a foreign language are in their very nature untranslatable, and an immature pupil is far more apt to ruin his style by borrowing than to improve it by correcting them. The exercise requires two separate acts of thought: to understand and fully enter into the spirit of the foreign idiom, and at the same time to think in one's own,—a sufficient task for even a mature mind.

Such an exercise has but one advantage,—that it furnishes subject-matter for the composer. But this can be done in much more easy and simple ways. And the two great errors in the common methods of teaching the art are, first, that materials are not furnished properly; and secondly, that we expect the pupils to take the very last steps in the process before they have learned to take the first,—to walk before they have learned to creep, and to run before they can walk; we look for paragraphs and whole essays before we have taught the composition of phrases and sentences.

In regard to meeting the first difficulty, we think that the following account of a practical exercise, read at the Schoolmasters' Meeting, by Mr. L. W. Russell, of Watertown, furnishes excellent hints. It provides the materials and helps the child to arrange them in logical order. He will not, therefore, feel overwhelmed with the complicated nature of his task; but his mind will be left free to perform the essential part, that of finding words and putting them in proper order for thoughts which have been already supplied. It is obvious that the method which is here applied to a simple subject and to young pupils would be equally suitable for advanced pupils and for more difficult themes. Let any one, for instance, first discuss with a class of young men or young women just beginning to think such a subject as the true nature of Poetry, or the right conduct of the Understanding, taking care to give briefly the views of eminent writers who have treated of the subject, and showing the points of difference as well as

agreement among them, drawing out at the same time the notions, no matter how crude, which the pupils may have upon the subject; then, when their minds have been awakened and set thinking, and they have been provided with some material for thought to feed on, you may reasonably expect to get something in return. And in the midst of much which will be a mere repetition of the thoughts provided, you will often get something of real freshness and originality, and set a young mind into action in some direction that will perhaps have a marked influence upon all its after career.

We had something to say upon lessons in the construction of sentences; but we must reserve it to give room for Mr. Russell's excellent paper.

Mr. Russell prefaced his exercise by saying that he need not stop to ridicule the practice, once more common than now, of giving abstract subjects to young pupils, and compelling them to rack and torture their brains to write something about that of which they knew very little and cared less, making composition-day the most hated of all school-days. The composition exercise might be made as pleasant to the scholar as any other. Very little of value could be accomplished in this matter that was done from compulsion. The methods to be pursued to interest pupils in this branch are various, but should all tend to show the learner how to make his own knowledge available, and encourage him to make further investigations for himself.

To illustrate a method which he had found useful in his own school, he made use of some written exercises handed in the day before by his pupils. These were simply the result of an ordinary weekly exercise, conducted briefly as follows: "Scholars, you may take pencils and paper, and write as many notes as you can while I question you and give some facts about the subject for this week's written exercise. How many of you have ever seen a *pine-tree?*" All hands are up: but one says, "What kind of pine do you mean, sir?" "I mean a white pine; but how many kinds of pine are there?" Several different names are given, which are shown to be only local names of the three kinds found in this region,—the white, the Norway, and the pitch.

"Please tell me how this tree looks." A variety of answers are given: as, it is tall, straight; the bark is rough; the bark is smooth, etc. "Do you think that the bark is smooth on old trees?" "No. It is smooth on young trees, but rough on old ones." "Right. Note down as many of these things as you can as we proceed. Can any one tell how high the tallest of the pines grow?" Various answers are given. Where the pupils are at fault, facts should be given and the truth made known. "How many of you have seen the Bunker-Hill Monument? Do you suppose that pines ever grow as high as that?" Nearly all think not. They are told of the hight of some even higher. A tree taller than Bunker-Hill Monument! They are beginning to be interested in the pine. "How do the branches grow from the tree?" One says thick; another, in rings; another, in a spiral; still others, out straight, flat, etc. The manner in which they grow is shown, and the proper terms of description decided upon. "How many have seen a pine that has been blown down by the wind? How did the roots look? Did they appear to have penetrated deeply into the ground? Do the roots decay rapidly? Why not?" One boy says, "I know; they are all full of fat, and we split them up to get torches, so we

can see to spear fish in the night." "Very well. But is 'fat' the right name for the substance that burns with so brilliant a light?"

"Now what will you say for the appearance of the tree as a whole?" Different answers bring out the words grand, splendid, sublime, noble, majestic, and others. Here, without entering into a tedious discussion of the meanings of words, the proper terms of description must be selected. "Shall we then call the Pine the King of the forest?" "No, sir. The Oak is the king; we will call the Pine the Queen of the forest." "Very well; we will marry them, then: The Oak and Pine, King and Queen. Express that in your written exercise as prettily as you can."

A conversation like this, but more extended, resulted in a paragraph as follows, taken from the composition of one of the youngest pupils:

"This is the tallest tree that is found in the eastern forests. It some times grows to the hight of two hundred feet in New England. One was recently cut in Eastern New York two hundred and forty feet high, and one which grew in Lancaster, N. H., was two hundred and sixty-four feet high, forty-two feet higher than Bunker-Hill Monument. The bark is rough on old trees, but smooth on young ones. The pine is very straight and erect, and tapers very gradually to the top. For this reason it is much used for ships' masts, flag-staffs, etc. The branches grow in whorls from the trunk, and at right angles with it, one whorl coming out each year. By this means the age of a young tree may be told, and, also, how much it grows in a year.

"If the Oak, on account of its majestic and sturdy appearance, deserves the name of King of the forest, so the Pine, for its light, graceful, airy appearance, merits the title of Queen.

"The roots are found near the surface of the ground, and for this reason it is easily blown over when left alone. The roots do not readily decay. This is on account of their being filled with resin."

Next may come questions on the uses of the wood, and its appearance and and weight.

"How many of you have a jack-knife? What kind of wood can you whittle most easily? Can it be planed smooth? Does a nail split it readily? Does it receive paint freely? Why do the gilders use it?" So its uses are brought out, and recorded, as in the following extract:

"The wood is soft, light, and durable. It may be worked with great ease, cutting freely in all directions, its greatest defect being want of strength. It takes paint readily, for which reason it is preferred for the outside of buildings, and all parts to be painted. It also takes gilding well. It is extensively used for pails and tubs, cheap furniture, and a great variety of purposes, from the mast of a ship to a friction match."

In the exercise, the method of which what has been given is intended to show, facts were brought out and subsequently arranged by the pupils in relation to the regions of which the pine is a native, the kinds of soil in which it flourishes, the disappearance of the forests, on account of the great demand for the wood, the means which may be taken to replenish them, and other things of interest. It will be seen that the pupil is made to search his own observation and experience for facts, get others from his mates and teacher, note down some of them during the exercise, and afterward arrange them as his 'composition'. He loses no sleep over the matter; in fact, likes the task, and is hardly aware that it is the 'first step' leading to original investigations when his mind shall have become strengthened by judicious exercise.

Mass. Teacher.

STATE ASSOCIATION OF COUNTY SUPERINTENDENTS.

CENTRALIA, MARION CO., ILLINOIS,
Tuesday, October 16th, 1866.

THE STATE ASSOCIATION OF COUNTY SUPERINTENDENTS met at 2 o'clock P.M., in the Methodist-Episcopal Church.

Hon. Newton Bateman, Superintendent of Public Instruction, in the chair.

The meeting was opened with prayer by Rev. Samuel H. Stevenson, Superintendent of Putnam county.

Rev. Thomas W. Hynes, Supt. of Bond county, was appointed Secretary.

The Chairman addressed the Association upon the objects of the Association, and the spirit in which the accomplishment of those objects should be sought, urging the importance of an earnest and enlightened zeal in their attainment, and the absolute necessity of popular education in such a government and for such a people as ours.

A dispatch was read from Superintendent Eberhart, of Cook county, assigning as the reason of his absence sickness in his family.

A paper on the subject of 'County Teachers' Institutes — their utility and necessity, and the best modes of conducting them', was read by George W. Batchelder, Supt. of Hancock county.

The roll was called, and Superintendents from the following counties were found to be present, viz:

Adams, Bond, Champaign, Clay, Clark, Clinton, Douglas, DuPage, Fayette, Greene, Hancock, Jackson, Jefferson, Kankakee, Lawrence, Lee, Marion, Massac, McLean, Monroe, Moultrie, Ogle, Perry, Piatt, Pike, Pope, Putnam, Randolph, Richland, Rock Island, Saline, Stark, Tazewell, Union, Will, Williamson.

After the reading of Mr. Batchelder's paper, the subject was discussed by Messrs. Wilkins, of McLean; Stevenson, of Putnam; Andrews, of Union; Moore, of Marion; Higby, of Kankakee; Scott, of Massac; Williamson, of Richland; Leal, of Champaign; and Roots, of Perry.

On motion, a committee of three was appointed on Resolutions, consisting of Messrs. Gest, of Rock Island; Leal, of Champaign; and Scott, of Massac.

A paper was read by James A. Kennedy, Supt. of Monroe county, on the question 'To what extent should the Higher Branches be taught in Common Schools?'

The question was discussed by the Chairman, Messrs. Roots, of Perry, and Andrews, of Union, when the paper was referred to the Committee on Resolutions.

A paper was read by Edward L. Wells, Supt. of Ogle county, on 'The Examination of Teachers — the best methods of conducting such examination'.

The Association then adjourned till 7 o'clock P. M.

The Association met at 7 o'clock P. M.

The paper read by the Supt. of Ogle county, on the examination of teachers, was discussed by Messrs. Roots, of Perry; Wells, of Ogle; Stevenson, of Putnam; Leal, of Champaign; Wilkins, of McLean; Scott, of Massac; Lowry, of Lawrence; Higby, of Kankakee; Kennedy, of Monroe; Andrews, of Union; and the State Superintendent.

Prof. Daniel Wilkins, Supt. of McLean county, read an essay on the 'Supervision and Visitation of Schools by County Superintendents'.

The Association adjourned till 8½ o'clock to-morrow morning.

Wednesday, 8 1-2 o'clock A.M., 17th October.

The Association met, and was opened with prayer.

Prof. Wilkins, of McLean, moved that this Association meet once in each year.

The motion was adopted, and it was voted that the next meeting be held at Bloomington, on the third Tuesday in October next, at 10 o'clock A. M.

President Edwards, of the State Normal University, was elected an honorary member of this Association, and, being present, took his seat.

Mr. Pace, Superintendent of Jefferson county, read a paper on the subject of 'School Statistics of Townships and Districts — how and by whom they should be collected'.

The subject was discussed by Dr. Bateman, Messrs. Roots, of Perry; Andrews, of Union; Stevenson, of Putnam; Wilkins, of McLean; Higby, of Kankakee; Lowry, of Lawrence; Scott, of Massac; Batchelder, of Hancock; Wells, of Ogle; and Malone, of Randolph.

President Edwards addressed the Association on the subject of 'Teachers' Institutes'.

The Committee on Resolutions made the following report, which was adopted.

1. *Resolved*, That the system of granting State Certificates to the meritorious, inaugurated by our present State Superintendent of Public Instruction, meets our hearty approbation.

2. *Resolved*, That it is the imperative duty of County Superintendents to visit the schools of their respective counties; and not only to note the method of instruction adopted by the teacher, and make suggestions thereon, but also to examine critically the condition of the school-building, furniture, and grounds, and impress on teacher, pupils, and people, the necessity of maintaining them in good order.

3. *Resolved*, That in the examination of teachers the following facts are to be ascertained: 1st, That the candidate sustains a good moral character. 2d,

That he possesses the requisite knowledge. 3d, His aptness to teach. 4th, That he possesses gentlemanly habits and deportment.

4. *Resolved*, That the practice of some teachers in introducing the higher branches in their schools, to the neglect of thorough instruction in the *primary* branches, is highly reprehensible.

5. *Resolved*, That we recommend to the careful consideration of members of this Association the valuable suggestions contained in the papers read by Superintendents Batchelder, Kennedy, Wells, Wilkins, and Pace, during this session.

6. *Resolved*, That our State Superintendent, Hon. Newton Bateman, merits our warmest regard, for the patience and ability with which he has presided on this occasion; for the noble sentiments contained in his opening address, and the numerous important suggestions which he has made.

7. *Resolved*, That the Trustees of the Methodist-Episcopal Church are entitled to our warmest thanks for kindly granting to us the use of their church-building during this session.

8. *Resolved*, That the thanks of the Association are due to President Edwards for his valuable suggestions and earnest appeal on behalf of the cause of education; To Mr. Charles B. Stone, Reporter of the Chicago Times, for his interest in our meeting, and reporting its proceedings; and to the Secretary for the efficient manner in which he has performed the duties of his position.

9. *Resolved*, That the Secretary be requested to furnish a copy of the proceedings of this Association to the Illinois Teacher for publication.

It was resolved that this Association reäffirm the resolution passed at its meeting in Bloomington on the subject of County Teachers' Institutes.

It was voted that we agree to pay one dollar each for the purpose of of publishing the proceedings of this meeting, and Hon. Newton Bateman, Prof. Daniel Wilkins, and President Richard Edwards, were appointed a committee to superintend the publication. (Thirty dollars were handed in for this purpose.)

The same committee was appointed to make arrangements for the next meeting of the Association.

The Association then adjourned, to meet in the City of Bloomington, on the third Tuesday in October, 1867, at 10 o'clock A.M.

[Signed] THOS. W. HYNES, Secretary.

CULTIVATE THE MORAL NATURE.—Keeping all the while in view the object of popular education—the fitting of the people, by moral as well as intellectual discipline, for self-government,—no one can doubt that any system of instruction which overlooks the training and improving of the moral faculties must be wretchedly and fatally defective. So far from crime and mere intellectual cultivation being dissociated in history and statistics, we find them, unhappily, old acquaintances and tried friends. To neglect the moral powers in education is to educate not quite half the man. To cultivate the intellect only is to unhinge the mind and destroy the balance of the mental powers; it is to light up a recess, only the better to see how dark it is. And if this is all that is done in popular education, then nothing, literally nothing, is done toward establishing popular virtue and forming a moral people.

HON. DANIEL D. BARNARD.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.
Post-Office Address—"595 West Washington St., Chicago."

MENTAL ARITHMETIC.—In the recently-revised edition of the Course of Instruction in the schools of Chicago are many valuable practical suggestions upon teaching Arithmetic, which we shall be glad to place before the readers of the Teacher. The following are some general hints upon teaching Mental Arithmetic.

In all the grades where a text-book on this subject is used, teachers should make up many exercises similar in principle to those of the book, so that principles may be thoroughly understood. The use of prescribed formulas at all times is not desirable: it cripples independent action and thought. After an example is wrought according to formula, pupils should be encouraged to present other methods of solution, and should be commended for any correct solution, especially if it be brief and intelligible.

The answer should, in all mental exercises, be given first; and then the solution may or may not be given, as the teacher may prefer, provided the teacher is sure that the pupil understands the correct method of solution. A solution may with profit be given by several members of a class, each person called upon taking the solution exactly where it was left by his predecessor, without omission or repetition of a word. This practice secures facility, attention, and accuracy. For the purpose of securing solutions according to a prescribed formula, concert exercises may be made very profitable. Great pains should be taken to secure brevity and accuracy in language, in methods, and in results.

Classes in Arithmetic should have frequent extemporaneous exercises in combining series of numbers, involving the principles which they have gone over. These numbers should be given by the teacher, —slowly at first, and afterward with more and more rapidity, as the pupils are able to carry forward the computation. The following is an example: Take 5, add 3, add 10, subtract 9, multiply by 8, add 20, add 8, subtract 40—result? Those who are prepared to answer raise the hand, and the teacher calls on one or more of them individually for the answer, or on all together. Exercises of this kind should be commenced as soon as pupils are able to add simple numbers together, and continued through the entire course. Similar examples may occasionally be carried rapidly around the class, each pupil giving in turn the result for one step of the process, with as little delay as possible.

In all exercises of this kind there is danger that but few will derive benefit from them, unless the teacher is specially watchful, and calls out often those who do not give evidence in their countenances of mental activity. In all cases it is well to get answers from a large number of the class before telling which is right. This course may be pursued: An exercise is given; hands are raised; some one called on gives the result, and all who agree with the result given drop their hands. One of the disagreeing ones gives a result, and those who agree drop their hands; and so on till all hands are down. The teacher then announces the correct answer, or, if it be not a lengthy exercise, calls upon some one to repeat it, giving results at each step, that those who failed may see the cause of their failure.

ORIGIN OF THE SIGNS + AND —. A recent writer in the London Athenæum gives the following as the origin of the signs + and —:

"The first of these signs is a contraction of *et* (a Latin word meaning *and*). *Et*, by degrees, became &, and & became +. The origin of the second (—) is rather more singular. Most persons are aware that it was formerly the universal custom, both in writing and printing, to omit some or all of the vowels, or a syllable or two of a word, and to denote such omission by a short dash, thus, —, over the word. The word *minus* thus became contracted to $\overline{\text{mns}}$. After a time, the short line itself, without the letters, was considered sufficient to imply subtraction, and, by common consent, was so used. Hence we have now the signs + and —." Annual of Scientific Discovery.

SOLUTIONS.—12. Let $CN = PL = x$. By similar triangles, BH : AH :: LP : AP, or, $12 : 2 :: x : AP$. $\therefore AP = \frac{x}{6}$. $PC = LN = 6 - \frac{x}{6}$. $(AE + LM) \times \frac{1}{2}CN = \frac{x}{2}\left(24 - \frac{x}{3}\right)$, and $\frac{x}{24}\left(24 - \frac{x}{3}\right) = \frac{72x - x^2}{72}$ = number of square feet in the surface ALME, which, by the question, must be half the board. $\therefore \frac{72x - x^2}{72} = 5$ ... [1]. Whence, $x^2 - 72x = -360$ ... [2], and $x = 36 \pm \sqrt{936} = 5.4058$, using the lower sign. ARTEMAS MARTIN.

15. Given $\left\{\begin{matrix}[1]\ldots x^3+xy+y^3=244,\\ [2]\ldots x^4+x^3y+x^2y^2+xy^3+y^4=33616,\end{matrix}\right\}$ to find x and y.

[3]$\ldots(x^2+y^2)^2+xy(x^2+y^2)=33616+x^2y^2$, by adding x^2y^2 to [2] and factoring. [4]$\ldots(244-xy)^2+xy(244-xy)=33616+x^2y^2$, by transposing [1] and substituting in [3]. [5]$\ldots x^2y^2+244xy=25920$, by performing operations indicated in [4]. [6]$\ldots xy=-122\pm\sqrt{40804}=80$, which added to and subtracted from [1] gives $x=10$, and $y=8$. SIGMA.

Another Solution.—Let $x + y = s$, $xy = p$, and the proposed equations

become $s^2-p=244$...[3], and $s^4-3ps^2+p^2=33616$...[4]. Substituting for p its value, as given by [3], $s^4-244s^2=25920$...[5]; whence, $s=18=x+y$...[6]. Substituting in [3], $p=80=xy$...[7]. From [6] and [7] we readily find $x=10$, $y=8$. ARTEMAS MARTIN.

Solved also by J. M. Greenwood and K. H. F.

16. Had the laborer worked every day, he would have received $\$3\times 40=\$120$; but, as he only received $\$100$, he lost $\$20$ by being idle. Each day he was idle he received $\$4$ less than if he had worked, $\$3$ his wages, and $\$1$ he forfeited; hence, he was idle as many days as $\$4$ are contained times in $\$20$, that is, 5 days. He worked $40-5=35$ days.

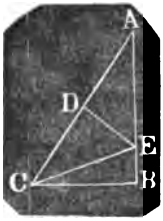
Ans. He worked 35 days, and was idle 5 days. J. L. B.

Solved also by A. Martin, Sigma, J. M. Greenwood, and K. H. F.

17. *Rule.*—From the square of the whole length of the pole subtract the square of the base, and divide the remainder by twice the whole length of the pole. $\frac{(36)^2-(24)^2}{2\times 36}=10$ *Ans.*

Second Solution.—$(36)^2+(24)^2=\sqrt{1872}=43.266+$; and, since similar triangles have their like sides proportional, $36:43.266+::21.633-:26$, the part broken off; $36-26=10$, hight of the stump. SIGMA.

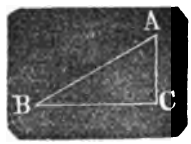
Third Solution.—Draw BC equal to the width of the stream, and erect the perpendicular AB equal to the hight of the pole; join A and C, and bisect AC in D; draw DE perpendicular to AC, and E is the point required. BE is the hight of the part left standing.



Demonstration: Join C and E. By the construction. CD=AD, and DE is perpendicular to AC; $\therefore$ CE=AE.

Calculation: $\overline{AC}^2=\overline{24}^2+\overline{36}^2=1872$; $\therefore$ AC$=\sqrt{1872}$. By similar triangles, AB : AC :: AD : AE; or, $36:\sqrt{1872}::\frac{1}{2}\sqrt{1872}:$ AE; $\therefore$ AE=26 feet, and $36-26=10$ feet=BE.

Fourth Solution.—Let BC represent the width of the stream, AC=the hight of the part of the pole left standing, and AB=the broken part. Put BC=a, and AB+AC=b. Let AC=x; then AB=$b-x$, and, by the property of the right-angled triangle, $x^2+a^2=(b-x)^2$...[1]; or, $a^2=b^2-2bx$...[2], and $x=\frac{b^2-a^2}{2b}$



ARTEMAS MARTIN.

Fifth Solution.—Let x=hight of the part standing, and $36-x$=length of the part that extends to the opposite bank. By the question, $x^2+576=1296-72x+x^2$. $\therefore$ $x=10$ feet. J. M. GREENWOOD.

Solved also by K. H. F.

PROBLEM.—18. A gentleman has a lot 12 rods square which he wishes to set out in trees. How many will it require, each tree being one rod from the other, and none within half a rod of the fence? R. W. G.

EDITOR'S DEPARTMENT.

EDITOR'S CHAIR.

GEORGE PEABODY'S DONATION TO HARVARD COLLEGE.—

GEORGETOWN, MASS., October 8.

To the Hon. Robert C. Winthrop, His Excellency Charles Francis Adams, Francis Peabody, Stephen Salisbury, Asa Gray, Jeffries Wyman, and George Peabody Russell, Esq'rs:

GENTLEMEN — Accompanying this letter I inclose an instrument giving to you one hundred and fifty thousand dollars ($150,000) in trust for the foundation and maintenance of a Museum and Professorship of American Archæology and Ethnology in connection with Harvard University.

I have for some years had the purpose of contributing, as I might find opportunity, to extend the usefulness of the honored and ancient University of our Commonwealth, and I trust that, in view of the importance and national character of the proposed department, and its interesting relations to kindred investigations in other countries, the means I have chosen may prove acceptable.

On learning of your acceptance of the trust, and of the assent of the President and Fellows of Harvard College to its terms, I shall be prepared to pay over to you the sum I have named.

Aside from the provisions of the instrument of gift, I leave in your hands the details and management of the trust; only suggesting that, in view of the obliteration or destruction of the works and remains of the ancient races of this continent, the labor of exploration and collection be commenced at as early a day as practicable; and also, that in the event of discovery in America of human remains, or implements of an earlier geological period than the present, especial attention be given to their study and their comparison with those found in other countries.

With the hope that the Museum, as thus established and maintained, may be instrumental in promoting and extending its department of science, and with fullest confidence that under your care the best means will be adopted to secure the end desired,

I am, with great respect,

Your humble servant,

GEORGE PEABODY.

The instrument of conveyance provides that $45,000 of the $150,000 shall be invested as a fund, the income of which shall be applied to forming and preserving collections of antiquities, and objects relating to the early races of the American Continent, or such (including such books and works as may form a good working library for the departments of science indicated) as shall be requisite for the investigation and illustration of archæology and ethnology in general, in main and special reference, however, to the Aboriginal American races. The income of the further sum of $45,000 is to be applied to the establishment and maintenance of a Professorship of American Archæology and Ethnology in Harvard University; said professor shall be appointed by the President and Fellows of Harvard College, with the concurrence of the Overseers, in the same manner as other professors are appointed, but upon the nomination of the founder or the Board of Trustees. He shall have charge of

the above-mentioned collections, and shall deliver one or more courses of lectures annually, under the direction of the government of the University, on subjects connected with said departments of science. The remaining sum of $60,000 is to be invested and accumulated as a building fund, until it shall amount to at least $100,000, when it may be employed in the erection of a suitable fire-proof museum-building, upon land to be given for that purpose, free of all cost or rental, by the President and Fellows of Harvard College—the building when completed to become the property of the college, for the use of this trust, and none other.

Mr. Peabody gave a few days ago twenty-five thousand dollars ($25,000) to Phillips Academy, Andover, Mass. In view of these donations, the following action of the Massachusetts State Teachers' Association seems to have been eminently proper:

Mr. B. G. Northrop, Agent of the State Board of Education, moved the adoption of the following resolution:—

Resolved, That the teachers of Massachusetts cordially recognize and most gratefully appreciate the munificent donations of George Peabody, Esq., of London, so wisely bestowed, for the establishment and support of libraries and courses of lectures, the endowment of institutions of learning, and the general diffusion of knowledge.

Mr. Northrop, in presenting the resolution, highly eulogized Mr. Peabody. The resolution was adopted unanimously by a standing vote.

THE COLORED STATE CONVENTION.—The Committee on Education argue that question logically and effectually, and call attention to the fact that less than one hundred colored children are admitted to the public schools of this state, and that eight thousand colored boys and girls are deprived of the benefit of free schools. They appeal for educational facilities that they may elevate themselves and prove the manhood of twenty-two thousand colored citizens of Illinois.

The resolutions are as follows:

WHEREAS, Taxation without representation is contrary to the genius and spirit of our Republican institutions; and *whereas*, The colored people of the State of Illinois are taxed for the support of the public schools, and denied by the laws of the state the right of sending their children to said schools; therefore,

Resolved, That we regard it a gross usurpation, unjustly shown toward the colored citizens of Illinois, and that this Convention do hereby recommend to the colored people of this state to send their petitions to our Legislature asking for the repeal of said law.

Resolved, That our State Legislature, having ratified the amendment to the Constitution of the United States abolishing slavery, and having repealed a part of the black code, giving to colored men the right to testify in courts of justice, must be regarded as being still remiss in her duty until she educates the children of three thousand colored men who helped to fill the quota of this state.

Resolved, That to deprive us and our children of this invaluable right, honorably and patriotically defended by the blood of our fathers, brothers, and sons, is treating us with wrong and cruel injustice, unheard of in any civilized land or country, whose government, national or state, has received the services of black soldiers in defending the liberty of the entire people.

TRANSMISSION OF SOUND.—The workmen on the opposite ends of the Chicago tunnel have approached to within six hundred and forty feet of each other. Some experiments have recently been made with a view to ascertain the conducting power of the clay intervening between the working parties. It was found that the ordinary stroke with the pick could not be hear at the other side, but that if a stone or piece of metal, imbedded in the clay, were struck, the vibration was communicated through the mass of clay, and the noise heard distinctly at the distance of six hundred and forty feet. A pistol fired was not heard on the other side. The fact seemed to be established that the vibrations of the air were not readily communicated to the clay, but that those of the

clay were easily transmitted to the air. The tunnel is built under the bed of the lake, about seventy feet from the surface of the water. About half of this distance is through solid clay. Workmen underneath can distinctly hear the noise of the steamboats passing overhead. W.

CIRCULAR No. 3 of Supt. Wells, of Ogle County, contains, among other things, the following:

Qualifications for Certificates.—Before receiving a certificate of second grade, a teacher shall have a knowledge of Arithmetic to cube root—thorough as to the solution of problems; shall understand the general principles of English Grammar, and be able to parse correctly sentences not difficult; shall have a good knowledge of Descriptive Geography, especially of the United States; also understand the principles of Mathematical Geography, as commonly found in our geographical text-books; shall be acquainted with the principal events in the History of the United States; and shall read, write, and spell well.

Before receiving a certificate of first grade, a teacher shall have—in addition to the qualifications for a second grade—a technical and also a philosophical knowledge of all the branches, as required by law: said teacher, for instance, to be required to understand the principles of Map-drawing; analyze words by giving separately the sounds of the same; analyze and parse more difficult sentences; give good analysis of problems in Mental Arithmetic, and complete Practical Arithmetic, and explain its principles from beginning to end; give a fuller account of the History of the United States; and to be well acquainted with the rules of Reading, Spelling, and Penmanship; and, further, he shall prove himself, upon visitations of his school by the County Superintendent, to be a good, thorough, and practical teacher.

After a teacher has received a certificate of second grade, he need not expect to receive another, even of second grade, without another examination—the idea being that teachers should qualify themselves for certificates of first grade.

The following plan is suggested for the benefit of those teachers who, having received certificates of second grade, are desirous of obtaining certificates of first grade:

Let each teacher make Orthography, Reading, and Penmanship, the branches of special study for the next year, and prove himself at the next examination qualified in these branches for a certificate of first grade. In like manner take Geography and History of the United States for the second year, and Arithmetic and Grammar for the third year. Thus, having qualified himself in knowledge of books, if he has proved himself a good practical teacher, he will be entitled to a certificate of first grade.

Probabilities.—That many persons, thinking examinations a farce, will be refused certificates.

That some will even commence teaching and then be refused certificates.

That there will not be more than twenty valid certificates of first grade at any one time in the county.

Conclusions.—Of the teachers at this date in the one hundred and seventy-six schools in Ogle county, about one-eighth do not receive as much pay for teaching as they earn; about one-fourth receive an equivalent for their services; while one-half receive more than they earn, and one-eighth do not earn any thing, and the wages might be better paid to them for staying at home.

Some who pass better examinations are not so good teachers as others who possess just the necessary qualifications to be successful in procuring certificates.

After a certain amount of knowledge of books, the success of the teacher does not so much depend upon the increase of such knowledge as it does upen the improvement in methods of teaching.

Some teach a dozen terms and do not improve so much in methods of teaching as others who have only taught one-fourth as long.

Evidently Mr. Wells has an idea that school-teachers ought to grow, and that school-teaching is a profession.

THE MASSACHUSETTS STATE TEACHERS' ASSOCIATION held its twenty-second annual meeting in Boston during three days of the second week of October. The reports we have seen show that it must have been a very pleasant occasion, and that there was some work done. We clip from the Boston Advertiser the following summary of a lecture by Rev. A. A. Miner, D.D., President of Tufts College:

Dr. Miner's address was able and comprehensive, and was concerning the moral tendency of the common-school system of Massachusetts. He held that our system of common schools had directly and within itself a moral tendency. First, it is seen in the implicit obedience which the external and internal arrangement of the school requires of the pupils. In enlarging on this point, the speaker said that while we should remember that it is our duty to rule as far as practicable by reason, we should not forget that there is a time in the life of the child when implicit obedience should be rigidly required of him. If he is taught submission at this time, he will remember it during life. It is in our schools that the foundation of government is laid, or, if laid in the home circle, it is matured in the school-room.

The moral tendency is seen, in the second place, in the habitual nurture of self-denial and self-control on the part of the pupil. The difference between the school-room and the play-ground, the non-intercourse of the school-room and the pleasant communion of home, the labor, the hard work of the school, and the pleasant relaxation and pleasures of the home circle, are so extreme that we can not wonder if the tax on the child is severe. When we consider this, we are surprised to find that, with few exceptions, when the appointed time comes, the play, the home, and all its charms, are set aside, and the study, the non-intercourse, the work, are welcomed in the school-room. There is in this a spirit of self-control, of self-denial, which we are slow to appreciate.

Thirdly, the moral tendency of our common-school system is shown in the subject-matter of the instruction communicated by the teacher; and fourthly, in the united example of wise men,—in their sayings, their legislation, their sacrifices in affirming the superiority of mind, with its development and culture, over all material things. In conclusion, Dr. Miner entreated the teachers before him to consider the importance of the labor in which they are engaged, the value of the influence they exert on the minds of the pupils whom they have under their charge, and the influence in life they exert by the instruction they impart, and the weight of personal example which they exercise over them.

C. C. Chase, of Lowell, was chosen President, and R. C. Metcalf, of Boston, Corresponding Secretary for the next year.

MAINE has established and put in successful operation a Normal School; and now she is about to take the next step, in establishing an educational journal to be called The Maine Normal, with G. M. Gage, Principal of the State Normal School, Farmington, for editor. We shall be glad to welcome it among our exchanges. The terms are $1.50 for a single copy one year: the first number will be issued about the first of December.

MISS ESTHER M. SPRAGUE, a graduate of the Illinois Normal University, for some years a teacher in the Peoria schools, has recently resigned a position in the Chicago schools, to accept an appointment in the Normal School at Platteville, Wisconsin.

JAMES CRUIKSHANK, LL.D., has been appointed Assistant Superintendent of Schools, Brooklyn, N. Y. Mr. Cruikshank has for many years been the editor of the New-York Teacher, and an active laborer in different departments of the educational work of the State of New York. He will be a valuable colaborer with the present efficient Superintendent, J. W. Bulkley, Esq.

PENNSYLVANIA.—Prof. J. P. Wickersham, late Principal of the Normal School at Millersville, has been appointed State Superintendent of the schools of this state.

MARYLAND.—The First Annual Catalogue of the Normal School of Maryland, July, 1866, contains the following summary: Ladies, 40; gentlemen, 8. Total, 48. Graduates, 14.

LOCAL INTELLIGENCE.

OUR NEXT STATE SUPERINTENDENT.—The issue of this number of the Teacher having been unavoidably delayed until after the state election, we are able to announce that Hon. Newton Bateman has been reëlected State Superintendent of Public Instruction of Illinois, for a term of four years; and that he has received a much larger majority of votes than has ever before been given to any candidate for any office in the state.

STATE ASSOCIATION.—The Executive Committee have decided that the next meeting of the Illinois State Teachers' Association shall be held at Jacksonville. We are not advised of the precise time of meeting, but presume it will be, as usual, either the last full week in December, or the week comprising the last days of December and the first of January. We expect to publish a full programme of exercises, with other customary announcements, in the next number of the Teacher.

CHICAGO—*Twelfth Annual Report.*—Through the kindness of Hon. J. L. Pickard, Superintendent of Chicago Public Schools, we are in possession of the advance sheets of the above-named volume. It contains the reports of the Su-

perintendent, President, and various committees of the Board of Education, and full statistics of the schools for the past year.

Though local in its character, this report contains much that is of general interest. As exhibiting the workings of the Chicago schools and containing suggestions drawn from the experience of men who take a lively interest in the trusts committed to their care, the volume is of value to every educator. Brief extracts from several of the reports have been laid before our readers at the time when they were presented to the Board. At present our space will allow us to give only the following items.

During the year there have been eight male and one hundred and twenty-two female applicants examined for positions as teachers, of whom five males and seventy-two females received certificates, and two males and thirty-nine females appointments.

Eighty-eight boys and one hundred and eighty-five girls were examined for admission to the High School, of whom sixty-eight boys and one hundred and thirty-one girls were admitted. The average age of those admitted was—boys, 15 yrs. 2 mos.; girls, 15 yrs. 6 mos.

The average number of pupils attending the evening schools was 751. The average cost per pupil (calculated on average attendance) was $9.64.

The present number of teachers is 265, an increase of 20 during the year.

The average number of pupils belonging through the year was 14,609; per cent. of daily attendance, 92.8; per cent. of tardinesses, 9; number of promotions from grade to grade, 13,439.

It is estimated that 5,259 children in the city are due in the public schools who are not found there at any time in the year.

The average number belonging is 8.1 per cent. of the whole population.

Twenty-one per cent. of the pupils belong to the Grammar Department, and seventy-nine per cent. to the Primary.

The average length of time required for passing through the ten grades of the District Schools is eight years and nine months, divided as follows: Six months for the lowest, eight months for each of the next two higher, nine months each for the next two in order, and one year each for the five highest.

The average number of pupils per teacher for the year has been 54 in the Grammar and 71 in the Primary Department. W.

KNOX COUNTY TEACHERS' ASSOCIATION met at Knoxville, Thursday, Oct. 18th, and continued in session during the remainder of the week.

After the usual opening exercises, J. W. Bird, Superintendent of Knoxville Graded School, took charge of the class in Mental Arithmetic. He would have scholars careful to observe a proper formula, and preserve the order of statement in the solution; would have a class recite promiscuously, the example to be read but once; recommends a frequent exercise in silent and rapid combination of numbers, the whole class engaging; would have no assistance by marks or otherwise; thinks the mental arithmetic should precede the written. A general discussion followed. Some would have the mental arithmetic accompany the written. Mr. Knapp would have the solution of one or two examples represented by signs on the blackboard after the mental solution.

B. P. Marsh, Superintendent of Oneida Graded School, presented the subject of Geography in the following manner: Scholars were to consider the subject as divided into three departments, viz: Physical, Political, and Mathematical; then, after learning the divisions and definitions of each department, each scholar is to form a chart of each department, and so thoroughly fix the arrangement in the mind as to be able from memory to place the same neatly upon the board, as he may be frequently called upon to do so. When thus prepared, he is ready for Descriptive Geography. In stead of committing the description of several states or countries and forgetting almost as soon, or being so confused as hardly to know to what state a statement refers, he would have the scholar apply his chart, noting first the physical features, which determine to some extent the habits and occupation of the people, next the political, and lastly the mathematical. In this way the whole story is told, and the scholar has something to sustain his memory. The chart may be applied to a grand division of the land, or to a subdivision of the same. To teach Geography to primary scholars, he would give oral instructions for some time before using the book. Map-drawing was also recommended.

The County Superintendent, having several times visited Mr. Marsh's school, stated that he uses the chart-method in giving instruction in almost every branch, the scholars being required to be ready to write from memory a synopsis of the branch studied; and that this, as his school proves, is a very effective way of teaching.

Mr. Bird followed the instructions in Geography with physical exercises. Some one remarked that such exercises should be frequent in school, as they would be useful to straighten up scholars and shake off drowsiness.

Miss Jessie Bassett read an essay on 'Pet Theories'.

Mr. Knapp made some remarks on Object Teaching, speaking of the five senses being the natural channel through which to give knowledge; and each of these faculties should be early cultivated.

In the evening J. H. Knapp conducted a normal class in Arithmetic; had problems illustrating different principles solved on the board; recommended that any scholar raise the hand when any part was subject to criticism, in all classes except of quite mature minds, at the time of the error, rather than postpone to the end of the recitation, at the risk of forgetting it. When ready for the solution, the scholar should first state clearly what he is required to do; second, the working; and lastly, the conclusion. As a scholar repeats a rule, let him be brought to the recitation-seat; the teacher to read the problem, some times for the whole class, and at others a particular one for each member of the class; the scholar stating it from the board after solution.

Prof. W. J. Beecher, of Knox College, gave a lecture on 'Unconscious Influences'.

P. H. Sanford conducted a class in reading with larger scholars. He would have promiscuous reading by the class, and at the close of each one's reading any or several members may criticise. The teacher should then read the same as a model of good reading, unless some member of the class is a better reader, in which case such scholar should do most of the model reading.

J. W. Bird made some remarks upon teaching Grammar, and the subject was further continued by Prof. Standish. Mr. Bird would have scholars commence by

oral instruction from the teacher, and continue this method for considerable time before using the book. Prof. Standish spent most of the time in analysis of sentences. Would have a scholar understand — 1st, whether a sentence was simple or complex; 2d, dependent or independent; 3d, transitive or intransitive. Said he could bring the analysis to such a system that every member of a class would, though alone, give the same rendering to a composition never seen before.

Prof. Comstock, in treating of Orthography, gave exercises on the rules of spelling, and urged attention to them as valuable aids in acquiring habits of correct spelling.

Prof. Standish occupied two hours in giving instructions on the subject of Arithmetic. Would have beginners commence to add, subtract, multiply, or divide, not by the units' column at first, but by any others, to teach scholars the value of figures in certain positions; would have no rules recited at first, but deduce the rule from the solution; take no example as correct until proof is given.

Miss Hurlburt read an essay. Subject: 'Woman's part in the War of the Rebellion'.

A lecture was given on Friday evening by Prof. Dickinson, of Hedding Seminary.

On Saturday, Miss L. V. Dinsmoor read an essay on 'Thoroughness', and Mr. Knapp one on 'The Teacher's Preparation'.

Among the many questions from the Query Box were the following: 'Does the Mississippi run up hill?' 'What is the Equator?' not so easily answered as might at first be supposed. 'How many revolutions of the earth in 365 days?' Answer, by Prof. Standish, 366.

The following are among the resolutions adopted:

That much good would result in the meetings of the Association by the discussion of branches of study by the members.

That we recommend the topical mode of teaching.

That teachers in their mental and moral habits should be examples to their pupils, on the principle that all should be what they would have others to be.

That want of punctuality is a grievous defect, and that *teachers* especially ought to be punctual.

That we will support Congress in proper efforts to establish liberty, until free speech, a free press, and free schools, shall be the heritage of all who dwell beneath the Stars and Stripes.

That we have implicit confidence in our State Superintendent, Newton Bateman; and we will use our influence and votes for his reëlection.

DuPage County.— At the call of the County Superintendent, C. W. Richmond, Esq., between fifty and sixty teachers — three-fourths ladies — assembled at Wheaton, and effected a permanent organization under the name 'The DuPage County Teachers' Association'. The exercises usual in teachers' institutes were conducted for three days under the direction of the teachers themselves. It was deemed better that they should rely on themselves, and from the spirit and interest manifested it is believed that quite as much benefit was derived from the meetings as if some 'distinguished educator' had been imported from abroad to do the thinking, talking, and managing *for* the teachers. Mr. Richmond presided, and carried out the policy, as far as practicable, of keeping every one employed. One of the evils connected with teachers' institutes as they are generally conducted, is the fact that by far the largest portion of the teachers present take no active part in the exercises, but are the mere passive recipients of whatever is offered to them, be it good, bad, or indifferent. Earnest, and in a good degree successful, efforts were made to rem-

edy this evil by giving every one something to do, thus begetting that interest in all that is too often confined to the few. Much of the vivacity and interest were doubtless the result of the two-weeks drill which a number of the teachers present had received under the direction of Mr. Richmond.

Messrs. Rolfe and Herrick, of Cook County, who were present a part of the time, contributed much by their spirited and instructive addresses.

A resolution was adopted commending the 'Illinois Teacher' to the patronage and careful perusal of parents and teachers. Also, one indorsing and commending the course of our County Superintendent. This is well deserved. Mr. Richmond is a thorough teacher in spirit, attainments, and practice, and he is enlisted heart and soul in the good work of raising the teachers and schools of our county to a higher standard and a higher degree of usefulness. He holds the office for the *people* and not wholly for himself, and he deserves all the support and encouragement which earnest, honest, and well-directed efforts merit. The organization and drill of the 'teachers' class', before alluded to, were in a high degree beneficial to those who composed it, as they themselves testify, and the instruction was afforded to them without expense other than for food and lodging.

The evening sessions of the Association were devoted to lectures by Prof. Lumry, of Wheaton College; Hon. Newton Bateman; and President Edwards. Prof. Lumry's lecture was on 'Language and English Grammar', and showed much acuteness and originality of thought. The other lectures were each an eloquent and powerful assertion of the right and duty of the state to give to every child, of whatever race, color, or condition, the most complete attainable education — physical, moral, mental, and æsthetical. They were addressed to appreciative and intelligent audiences, and can not fail to do good.

The Association agreed to meet annually, and adjourned subject to the call of the Executive Committee.

Champaign County Teachers' Institute.—The meeting of the Champaign County Teachers' Institute, which was held in the Graded-School House, in Urbana, on the 26th, 27th and 28th of September, was a glorious success. The weather was beautiful, and every thing passed off in fine order, all feeling that it was good for us to be here.

About seventy-five teachers were present, who showed by their lively interest that they have the ring of the true metal.

The departments of Arithmetic, Grammar, and Geography, were under the charge of Messrs. Hamilton, Burrill, and Case, respectively. The Word-Method of teaching little children to read was well illustrated by some of our Primary Teachers. Pres. Edwards, who was present part of the time, conducted Reading, and an exercise on How to Study the Language.

The evening sessions were principally devoted to discussions and readings. Rev. Mr. Remington delivered a lecture on 'The Verbal Man'. Essays were read — by Mrs. Nott on 'The Model Teacher', and Mr. Burrill on 'The Scholar and his Mission'.

On Friday evening, long before the speaker arrived, the Court-House was filled to overflowing by an appreciative audience who came to hear President Edwards

lecture on the subject 'Universal Education Necessary in a Republic'. The lecture was a rare production, and strengthened the belief in the minds of all that Illinois possesses the greatest educator in the nation.

At the close of the lecture the following was unanimously adopted:

WHEREAS, We, the teachers of Champaign county, have assembled for the purpose of assisting and encouraging each other in making preparation for the great work we are called upon to perform; and *whereas*, during our session we have been assisted greatly by the earnest efforts of our able friend Pres. Edwards; therefore,

Resolved, (1.) That we extend to Pres. Edwards our heartfelt thanks for his valuable assistance.

(2.) That the thanks of the Institute are also due to our worthy Superintendent, Mr. Leal; to Messrs Burrill, Hamilton, Schumm, and others, for their diligence in giving instruction in the various branches.

(3.) That we are under lasting obligations to the citizens of Urbana, who have so kindly opened their doors for our entertainment.

(4.) That we should not neglect to impress upon the minds of our pupils sound moral principles, and that we should at all times teach them loyalty to our country and her free institutions.

(5.) That we hereby express our unqualified disapprobation of the course of those teachers who, without excuse, neglected to attend this Institute.

(6.) That we, as teachers of Champaign county, ignoring party politics, are decidedly in favor of the reëlection of Newton Bateman to the office of Superintendent of Public Instruction.

(7.) That we most earnestly recommend the Illinois Teacher to the patronage of the teachers of the state.

(8.) That the Secretary be instructed to furnish the Gazette, Journal, Visitor, and the Illinois Teacher, a condensed copy of the minutes of the Institute, and a copy of these resolutions, for publication.

The following officers were elected for next year: President, T. R. Leal; Vice-President, T. J. Burrill; Secretary, Nelson Case; Treasurer, B. F. Hamilton.

Thus closed the most important institute ever held in the county, and we go to our schools with a new zeal for our chosen profession.

NELSON CASE, Secretary.

EDGAR COUNTY TEACHERS' INSTITUTE.—By appointment of the County Superintendent, the teachers of Edgar county convened in the Public-School Building, on Monday, Sept. 24th, to the number of about fifty, to enjoy the advantages of an institute. The day was very stormy, but this did not detain teachers of zeal and energy.

The exercises were under the direction of Prof. J. Hurty,—for years a leading educator in Indiana, and recently called to take charge of public schools in Paris, Illinois,—assisted by Mr. H. R. Edwards, of Normal, Illinois, and Mr. Hobbs, of Kansas, Illinois. The interest during the whole term was very great. The exercises were varied and practical, and the teaching was normal. To most of the teachers the methods presented were entirely new, but to all obviously philosophical and practical. Class exercises were conducted in Elocution, Intellectual Arithmetic, and English Grammar, by Prof. Hurty; in Spelling and Geography, by Mr. Edwards; in Practical Arithmetic, by Mr. Hobbs. Lectures on American History were given by Capt. G. Hunt, School Superintendent.

The interest awakened by this institute will exert an extensive and salutary influence upon the cause of education in this county. A County Association was formed at the close of the session, which will hold monthly meetings.

SCHOLASTICUS.

MCHENRY COUNTY TEACHERS' INSTITUTE convened in annual session at Harvard, on Monday, October 8th. The lecturers in attendance were — President Edwards, of the State Normal University; Prof. Coe, of Harvard; Prof. Warren,

of Eastman's Business College, Chicago; and the County Superintendent, A. J. Kingman.

The exercises were under the immediate direction of President Edwards, A. J. Kingman acting as President of the Institute. The business of each day was opened with vocal and instrumental music, under the guidance of Prof. Coe, followed by reading a portion of the Sacred Scriptures, and Prayer by Pres. Edwards. The subjects of the several lectures given by Pres. Edwards were — 1st, Vocal Analysis; 2d, Reading and Elocution; 3d, Organization and Management of Schools; 4th, How to secure the Coöperation of Parents; 5th, Object Teaching. In the first, 'Vocal Analysis', he gave the most clear and masterly exposition of the subject that we have ever had the pleasure of listening to. He went down to the first and simplest elements of the subject, developing, step by step, by the most exact and careful analogy, one after another, the whole range of vocal sounds with which the English language has to do. And here I may remark that no person who has not given careful consideration to the subject has the most remote idea of the absolute necessity of a distinct and perfect understanding of this subject by all who wish to become clear and correct readers and speakers. All our provincialisms of tone, accent, and pronunciation, arise from the want of an exact perception of the true character and individuality of sounds. The subject is treated on the lecturer's plan in Edwards's Analytical Reader, which we consider to be the best text-book on this subject at present in use in this country. The second lecture, upon the 'Organization and Discipline of Schools', placed clearly before the institute the most approved practical method of carrying out both these objects. Commencing with the classification of the pupils according to their mental capacity, and second (if I may so speak), the classification of time, he dwelt with a good deal of emphasis upon the impossibility of at all efficiently conducting a school without a close attention to both these requirements. On discipline he is not quite a moral suasionist, though nearly so. He believes that the fear of corporal punishment should be held as a sort of *corps de reserve*, to meet an emergency when all other means have failed. His views on the question 'How to secure the Coöperation of Parents' were put plainly before the institute, but we think they would fail to produce the result in very many country districts. In 'Object Teaching' the illustrations of the method were peculiarly simple and happy, and so practical and in accordance with the manner which nature seems to prompt, that they elicited the warmest praise of the members of the institute.

Prof. Coe treated of Mental and Written Arithmetic and Geography. On the first he said he placed the very highest value, as the best means of disciplining the mind to rapid and accurate habits of thought: in fact, he regarded this as the sole end and aim of Mental Arithmetic. He likewise gave an exposition of some of the best means of explaining the fundamental operations of Written Arithmetic, passing to the higher subjects, showing the connection and dependence between the several departments of the science. This exercise elicited much discussion among the members of the institute, as nearly every one had something useful and practical to suggest; and the more especially in the resolution of common and decimal fractions and percentage. 'Geography'. This was an interesting lecture and discussion, as to the best way in which children can be

to posterity. Now, children, he continued, you have a new teacher, this new and beautiful school house,—listen to it,—it speaks. It says: Keep me clean; my walls are white now, my desks shining, my seats all new, my windows clean: do n't allow cobwebs and dirt to hide the light of day. The door says: For every scholar that arrives in time I open gladly, but to him that comes late I screech. The ground says: I will not allow quarreling, for I am level now, and him who dares to disobey I will strike. Boys, let us give three rousing cheers for your new teacher. The children responded heartily.

Speeches were also made by Aldermen Woodard, Chairman of Committee on Education in the Common Council, Holden, and others, of which we should be glad to give more extended notice, did time permit. The whole occasion passed off pleasantly, and has served to call anew the attention of the citizens to the strong defense and the pride of the city as well as the state,—our noble system of common schools. In the dawning of a better day for the school-interests of the city we have strong hope to see such buildings rapidly multiplied, till there shall be, as urged by Mr. Woodard, "a seat for every child old enough to attend school, and a teacher for every forty children." W.

MACOUPIN COUNTY.—The nineteenth session of the Macoupin County Teachers' Association has just finished its labors, and its members have gone forth to their work refreshed, encouraged, and strengthened. The Association convened on the 28th of August, and held four days. There were upwards of fifty teachers in attendance. The time was devoted to class exercises in, and general discussion of, the several branches of a common-school education, and to the discussion of the following subjects, viz: 'The organization of a school'; 'How shall we excite an interest in Pupils'; 'School Government'; 'The use of the rod'; 'Music in School', etc., etc.

A lively interest was manifested on the part of all present, each being willing to impart what information he possessed to others, and anxious to gain some new idea for himself. Prof. Sawyer, of Bunker Hill, was present on Tuesday and Wednesday, and instructed the class in English Grammar; and Prof. Minton, of Carlinville, took an active part in general discussion,—both adding greatly to the interest of the convention. Mr. Babcock solicited subscriptions for the *Illinois Teacher*.

The whole was much enlivened by spicy criticisms. Our evenings were devoted to lectures, essays, and select readings. On Tuesday evening Prof. Sawyer lectured on the Phenomena of Electricity, and performed many interesting and instructive experiments by means of his apparatus. On Wednesday evening Mr. Holliday, of Carlinville, spoke to an attentive audience on the subject of Genius, and our able State Superintendent, Dr. Bateman, closed the session with an address upon Graded Schools, which was delivered in his usual happy and entertaining manner.

A series of resolutions was adopted, among which were the following:

Resolved, That attendance at school should be enforced by legislative enactment.

Resolved, That teachers who fail, through neglect, to avail themselves of the advantages presented in the institute, are guilty of injustice to themselves, their patrons, and the profession.

Resolved, That we believe it to be the duty of school directors to be present at the Teachers' Institutes, so far as practicable, and, if necessary, to aid their teachers in attending.

Resolved, That remuneration for teachers' services should be determined by the grade of certificate and the ability of the teacher, rather than by mistaken economy on the part of directors; and that lady teachers should receive the same compensation, when performing the same service, as gentlemen.

Resolved, That we recommend every teacher to subscribe for and carefully read the *Illinois Teacher*.

Resolved, That we recommend the daily reading of the sacred Scriptures in school.

C. E. FOOTE, President.

MARY S. PATCHEN, Secretary.

labors on the present occasion, but also of his usual courteous and sympathetic coöperation with the teachers in all the difficulties of their position, and of his earnest endeavors to elevate the standard of education throughout the county."

I. B. L.

Springfield City Teachers' Institute.—This body held its regular monthly meeting, in the New High-School Building, on Saturday, the 13th of October. The session was a very interesting and profitable one. The exercises consisted of Remarks by the Superintendent of Schools, A. M. Brooks, Esq.; a Lecture by Rev. E. Miller: Discussion; a paper from the teachers of the High School; and a lecture and drill on Methods of Class Instruction in Penmanship, by W. D. Rutledge, Principal of Springfield Commercial College. We should be glad to welcome teachers from out of the city to our meetings; they are held regularly upon the second Saturday of each month. The programme for the next institute is as follows: Object Lesson, by Superintendent; Lecture, by Dr. Willard, former editor of the Teacher; Discussion; Paper by C. C. Hutchinson, Principal of the First-Ward School, on Agassiz's recent explorations; Paper from lady teachers of First Ward; and Class Drill in Penmanship, by ——— ———, Teacher of Penmanship in Bryant, Stratton & Bell's Commercial College. M.

Mr. S. M. Dickey, formerly of Cordova, but now at Fulton, has a good school in his new place. He has three hundred and sixty pupils and five assistant teachers. It seems, however, that the good people of Cordova have not forgotten him, and do not mean that he shall forget them soon. A few days ago they sent a peremptory order for him to attend an educational convention in their town, and while he was there, they presented him with a superior American watch.

Mr. W. H. V. Raymond, recently of Freeport, has been appointed Superintendent of Alton Public Schools.

NOTICES OF BOOKS, ETC.

Bullions's Common-School Grammar. An Introduction to the Analytical and Practical Grammar, with Practical Lessons in Composition. By Rev. Peter Bullions, D.D. New York: Sheldon & Co., 498 and 500 Broadway. 1865.

The title of this book sufficiently explains its scope. Nothing is more practical or profitable than to introduce pupils early in the study of grammar to exercises in written composition. The book is a valuable one to put into the hands of beginners.

Graded Songs for Chicago Schools. By O. Blackman, Teacher of Music in the Public Schools of Chicago.

Mr. Blackman has published in a little pamphlet of twenty-four pages the songs and exercises which he has gathered during two years of practical experience in teaching music to small children. As its title indicates, the work is carefully

graded, embracing practice for all the grades of the Primary Department. The number of exercises is sixty-two in all. This work is to the science of music what primary arithmetic is to numbers. With its aid and a fair amount of attention from the teacher, it is surprising how universally children learn to sing according to the musical notation. This work is adopted by the Chicago Board of Education, and is put into the hands of all their primary teachers. We look upon it as the first attempt at adapting the science of music to the comprehension of small children, and as a successful solution to the problem 'How shall Music be taught in our public schools?'

It is the author's purpose to write one or two more books of like character, adapted to pupils in Grammar and High Schools.

STODDARD'S JUVENILE MENTAL ARITHMETIC.
STODDARD'S RUDIMENTS OF ARITHMETIC.
STODDARD'S NEW PRACTICAL ARITHMETIC. Sheldon & Co., 498 and 500 Broadway, New York.

These, with *Stoddard's Intellectual Arithmetic*, constitute a series of Arithmetics that have long been before the public, and have been received with much favor. It is a great merit in these books that the expressions are so accurate, and that the examples are so good. It would be an improvement if the smaller books should be illustrated.

A FRENCH GRAMMAR: Being an attempt to present, in a Concise and Systematic Form, the Essential Principles of the French Language: Including English Exercises to be translated into French, with Vocabularies, etc. To which is added *A French, English and Latin Vocabulary*, containing the most Common Words in French which are derived from Latin. By Edward H. Magill, A.M., Submaster in the Boston Latin School. Boston: Crosby & Ainsworth. 1866.

The above is the comprehensive title of a new French Grammar, which is written upon a better plan and with more systematic arrangement than any we have ever before seen. For some reason or other, the grammars of the French language which have been presented to learners before this have had little to recommend them in comparison with Latin and Greek grammars. In Robertson's System of French there is more told of the derivation of words from Latin than in this, but it is so scattered through the book that it is not easily accessible. Magill's Grammar will be found a very useful book for pupils who are studying Latin, or who are already familiar with the parent language of the French.

WALTON'S INTELLECTUAL ARITHMETIC. Boston: Brewer & Tileston. 1866.

The plan of this book, to some extent new, does not differ very materially from some other good mental arithmetics already before the public; but in the execution of its design great ingenuity has been displayed. The circles and columns of figures on the last pages of the book are very simple, but yet very useful in reviews. The book forms the connecting link between the *Primary Arithmetic* and the *Written Arithmetic* by the same author, and contains enough of written arithmetic to make the transition easy. This series stands complete now, and is worthy the careful examination of all in search of good text-books.

PRINCIPLES OF EDUCATION, drawn from Nature and Revelation, and applied to Female Education in the Upper Classes. By the Author of 'Amy Herbert', etc. Two volumes in one. New York: D. Appleton & Co.

This book is a republication of an English work, and, in order to understand its bearing, we must keep in mind that in England there is nothing which corresponds to our common school system. The public schools are all under the control of some church organization, and usually so much of sectarian instruction is given that only the adherents of some one sect are found in any particular school. The constitution of the English society also militates against the common-school system. The lines are so closely drawn between different classes every where else, that it is hard to break them down in the school room. In our country the son of the Chief Justice or the President may be found in the same school, and mayhap sitting upon the same form, with the child of the humblest citizen; and if the teacher does his duty, one pupil is treated with the same respect and attention, and has the benefit of the same instruction and reproof, as the other: each pupil stands upon his own merits. Now it does not take so clear sighted people as the English Aristocracy to see that the spirit of such public schools as we have strikes at the very root of class distinctions; hence they find few advocates among those in power, and education is almost always conducted so that it is made an ally of conservatism rather than of reform. By the higher classes the so-called public schools are rarely patronized, the private instructor taking their place.

In this book the author first considers the objects of education and some of its fundamental principles; he then proceeds to discuss the merits of public schools, private schools, and instruction by private tutors, and decides that, all things considered, the evils of the public school are the fewest. The book shows that the author has considered the educational problem carefully, and that he appreciates its difficulties. Though written for another condition of affairs than those which exist here, teachers will find much in the book that will interest them, and many things that they can adapt to their own wants.

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LEIGH'S PRONOUNCING EDITION OF HILLARD'S PRIMER. By Edwin Leigh. Boston: Brewer & Tileston.

The intention of this book evidently is to gradually pave the way for the introduction of the phonetic system of orthography. The number of letters is increased by adding others formed from modifications or combinations of those already in use, yet the change is so slight as to give no awkward appearance to the page. The silent letters are still preserved, but in lighter type. The plan of the book is highly commended by prominent educators. It is worthy the examination of all. W.

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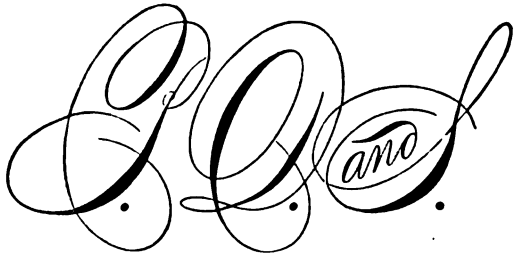
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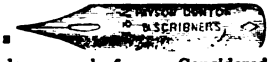
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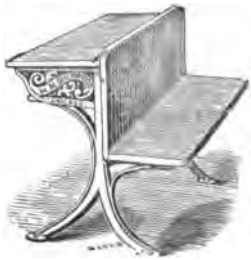
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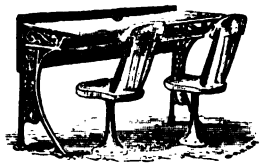
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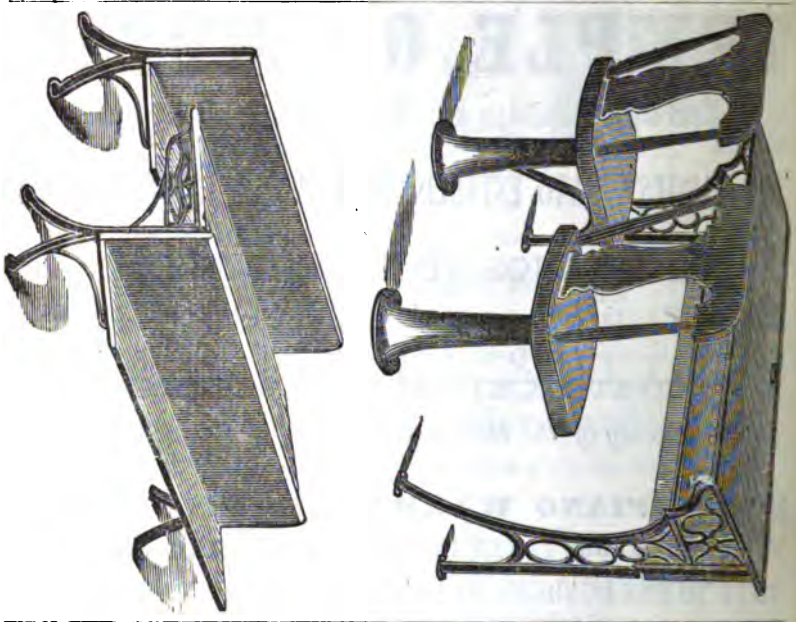
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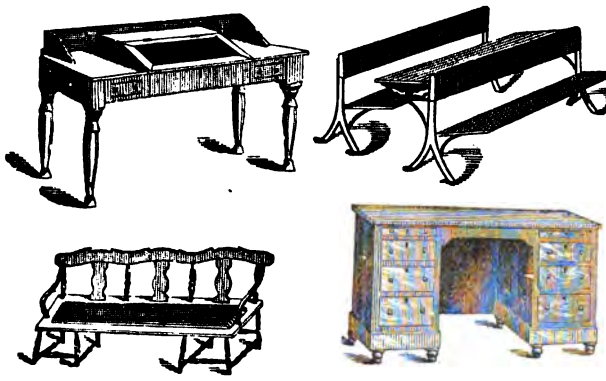
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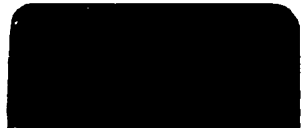
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THE METRIC SYSTEM.*

In 1795 France adopted a system of weights and measures founded upon the decimal system of notation, called the Metric System. This system was regarded as so great an improvement upon the old methods, that it has since been adopted by Italy, Spain, Portugal, many parts of Spanish America, Belgium, Holland, and considerable portions of Germany and Austria. In 1864 the Parliament of England passed an act permitting its use throughout the United Kingdom wherever parties should agree to use it.

The introduction of the Metric System into this country had long been recommended by scientific men, and in 1866 its use was authorized by Congress. To furnish a convenient standard of comparison, and render the public familiar with the new measures, it was also authorized that the new five-cent piece should weigh five grammes, and be one-fiftieth of a metre in diameter. To facilitate its adoption by the public, it is necessary that it should be immediately introduced into our school arithmetics.

The principal difficulty an author meets with in introducing the subject into a text-book is the lack of a proper notation. The French write 35 metres 429 millimetres thus, 35^{m}, 429; also 19 francs 76 centimes thus, 19^{f}, 76. It seems more appropriate, however, to place the initial of the unit at the left of the numerical expression as in Federal Money, and this method has been adopted by the author. Thus, 36 metres and 429 millimetres are written M35.429. A slight modification of these initials would be an improvement, and some such modification should be agreed upon by scientific men.

In the Metric System we first establish the unit of any measure, and then derive the other denominations by taking decimal multiples and divisions of the unit. Any quantity consisting of several denom-

* Prepared for the new edition of *Brooks's Normal Written Arithmetic*, and printed from advance proof-sheets of the work.

inations is thus written and treated as an integer and decimal, the decimal-point separating the unit and its divisions.

Names.—After naming the *unit* of any measure, the names of the higher denominations are formed by prefixing to the name of the unit the Greek words *deca* (ten), *hecto* (hundred), *kilo* (thousand), *myria* (ten thousand). The lower denominations are formed by prefixing the Latin *deci* (tenth), *centi* (hundredth), *milli* (thousandth).

Units.—The following are the different units, with an indication of their English pronunciation:

LENGTH, *Metre* (Meeter).	CAPACITY, *Litre* (Leeter).
SURFACE, *Are* (Air).	WEIGHT, *Gramme* (Gram).
VOLUME, *Stere* (Stair).	VALUE, *Franc* (Frank).

TABLES.

In the following tables we have given the values of the units, and the names of their multiples and divisions. The values of the units are taken from the report of the Smithsonian Institution for 1864.

Table of Length.

The *metre* is the ten-millionth part of the quadrant extending through Paris from the equator to the pole. It equals 39.3708 inches, or 3.2809 feet.

10 Millimetres = 1 Centimetre.	10 Decametres = 1 Hectometre.
10 Centimetres = 1 Decimetre.	10 Hectometres = 1 Kilometre.
10 Decimetres = 1 *Metre.*	10 Kilometres = 1 Myriametre.
10 Metres = 1 Decametre.	

Table of Surface.

The *are* is a *square decametre.* The *are* equals 119.6033 square yards, or 0.0247 acre.

10 Milliares = 1 Centiare.	10 Decares = 1 Hectare.
10 Centiares = 1 Deciare.	10 Hectares = 1 Kilare.
10 Deciares = 1 *Are.*	10 Kilares = 1 Myriare.
10 Ares = 1 Decare.	

Note.—Teachers should introduce specimens of the Metre into their schools. A rod 39⅜ inches long is very nearly a metre.

Table of Volume.

The *stere* is a *cubic metre.* The *stere* equals 35.3166 cubic feet.

10 Millisteres = 1 Centistere.	10 Decasteres = 1 Hectostere.
10 Centisteres = 1 Decistere.	10 Hectosteres = 1 Kilostere.
10 Decisteres = 1 *Sterc.*	10 Kilosteres = 1 Myriasetre.
10 Steres = 1 Decastere.	

Table of Capacity.

The *litre* equals 2.1135 pints wine measure, or 1.81626 pints dry measure. It is a *cubic decimetre* = 61.027 cubic inches. It is used for dry and liquid measures.

10 Millilitres = 1 Centilitre.	10 Decalitres = 1 Hectolitre.
10 Centilitres = 1 Decilitre.	10 Hectolitres = 1 Kilolitre.
10 Decilitres = 1 *Litre.*	10 Kilolitres = 1 Myrialitre.
10 Litres = 1 Decalitre.	

Table of Weight.

The *gramme* is the weight of a *cubic centimetre* of distilled water at the temperature of melting ice. The gramme equals 15.44 Troy grains.

10 Milligrammes = 1 Centigramme.	10 Decagrammes = 1 Hectogramme.
10 Centigrammes = 1 Decigramme.	10 Hectogrammes = 1 Kilogramme.
10 Decigrammes = 1 *Gramme.*	10 Kilogrammes = 1 Myriagramme.
10 Grammes = 1 Decagramme.	

Note 1.— Teachers should introduce specimens of the Gramme and Kilogramme into their schools.

Note 2.— Merchandise is generally bought and sold by the kilogramme. The kilogramme equals about 2 1-5 pounds, avoirdupois.

Table of Money.

The French gold coin is the 20-franc piece, or Louis. The silver coins are the *franc* and *demi-franc.*

10 Centimes = 1 Decime. | 10 Decimes = 1 *Franc* = $0.186.

Note.— Circular Measure and Measures of Time are the same as those of the United States.

EXERCISES IN NOTATION AND NUMERATION.

Notation.

1. Write 6 metres and 5 centimetres. *Ans.* M6.05.
2. Write 17 metres, 4 decimetres, 8 centimetres. *Ans.* M17.48.
3. Write 7 decametres, 2 decimetres, 5 centimetres. *Ans.* M70.25.
4. Write 8 hectometres, 2 decimetres, 5 millimetres. *Ans.* M800.205.
5. Write 9 ares, 3 centiares, 5 milliares. *Ans.* A9.035.
6. Write 15 ares, 9 deciares, 8 milliares. *Ans.* A15.908.
7. Write 4 hectares, 8 ares, 5 centiares. *Ans.* A408.05.
8. Write 6 kilares, 7 decares, 9 centiares. *Ans.* A6070.09.
9. Write 24 steres, 2 decisteres, 5 millisteres. *Ans.* S24.205.
10. Write 12 decasteres, 6 decisteres, 8 centisteres. *Ans.* S120.68.
11. Write 9 kilosteres, 7 decasteres, 5 centisteres. *Ans.* S9070.05.
12. Write 2 decalitres, 6 litres, 8 centilitres. *Ans.* L26.08.
13. Write 3 hectolitres, 8 litres, 7 decilitres. *Ans.* L308.7.
14. Write 16 grammes, 4 decigrammes, 8 centigrammes. *Ans.* G16.48.
15. Write 9 hectogrammes, 5 grammes, 8 centigrammes. *Ans.* G905.08.
16. Write 8 myriagrammes, 7 hectogrammes, 6 centigrammes, and 5 milligrammes. *Ans.* G80700.065.

Numeration.

1. Read M48.05.

SOLUTION.— M48.05 is read 48 and 5 hundredths metres; or it may be read 4 decametres, 8 metres, and 5 centimetres.

Read the following:

2. M12.06.	7. A70.305.	12. L807.005.
3. M35.48.	8. A402.08.	13. L2070.604.
4. M80.025.	9. S204.06.	14. G5062.035.
5. A12.02.	10. S318.205.	15. G20760.508.
6. A28.67.	11. S500.206.	

REDUCTION OF THE METRIC SYSTEM TO THE COMMON SYSTEM.

Measures of Value.

1. How many dollars in 25 francs? *Ans.* $4.65.
2. How many dollars in 47.50 francs? *Ans.* $8.83½.
3. How many francs in $15.50? *Ans.* F83.33⅓.
4. How many francs in $37.75? *Ans.* F202.597.

Measures of Weight.

5. How many grains in 12 grammes? *Ans.* 185.28gr.
6. How many pounds Troy in 408.5 grammes.
Ans. 1lb. 3oz. 9pwt. 2⅔gr.
7. How many pounds Av. in 976.25 grammes? *Ans.* 2lb. 2oz. 7¼dr.
8. How many grammes in 480 grains? *Ans.* G31.088.
9. How many grammes in 12 Troy pounds? *Ans.* G4476.684.
10. How many grammes in 12 Av. pounds? Ans. G5440.414.

Measures of Length.

11. How many feet in 24.5 metres? *Ans.* 80.38205ft.
12. How many yards in 136.54 metres? *Ans.* 149.32469yds.
13. How many metres in 120 yards? *Ans.* M109.726.
14. How many metres in 2mi. 3fur? *Ans.* M3822.122.
15. How many miles in 4000 metres? *Ans.* 2mi. 3fur. 35rd., etc.
16. How many metres in 3 mi. 6 fur. 32rd? *Ans.* M6195.8608.

Measures of Surface.

17. How many sq. yd. in 142.5 ares? *Ans.* 1704.347 sq. yd.
18. How many acres in 505.6 ares? *Ans.* 12A. 1R. 38P.
19. How many ares in 360 sq. yds.? *Ans.* A3.0099.
20. How many ares in 120 roods? *Ans.* A1214.574.
21. How many ares in 5A. 2R. 24P. *Ans.* 228.744.

Measures of Volume.

22. How many cubic feet in 46 steres? *Ans.* 1624.5636 cu. ft.
23. How many cubic feet in 214.78 steres? *Ans.* 7585.2993 cu. ft.
24. How many steres in 128 cu. ft.? *Ans.* S3.624.
25. How many steres in 16cu. yd. 8cu. ft.? *Ans.* S12.458.

Measures of Capacity.

26. How many gallons in 36.08 litres? *Ans.* 9gal. 2 qt.
27. How many gallons in 45.05 litres? *Ans.* 11gal. 3qt. 1pt.
28. How many beer gallons in 36.45 litres? *Ans.* 7gal. 3qt. 1pt.

29. How many litres in 24 gallons? *Ans.* L90.844.
30. How many litres in 36gal. 2qt.? *Ans.* L138.16.
31. How many litres in 77 beer gallons? *Ans.* L355.808.
32. How many litres in 6bu. 2pk.? *Ans.* L229.04.
34. How many bushels in 65.25 litres? *Ans.* 1bu. 3pk. 3qt.

Practical Problems.

1. What cost 25 metres of cloth, if 1 metre cost $3.45? *Ans.* $86.25.
2. What cost 36 metres, 4 decimetres and 5 centimetres of cloth, at the rate of $4.65 a metre? *Ans.* $169.49.
3. What cost 48.625 metres of cloth, if 9.725 metres cost $36.75? *Ans* $183.75.
4. What cost 35 metres 429 millimetres of carpet, at the rate of 19 francs 75 centimes a metre? *Ans.* F699.722+.
5. How much must I pay for 23¾ metres of silk, at 8 francs 25 centimes a metre? *Ans.* F195.94—.
6. What cost 49 ares 25 centiares of land, at $3.75 an are? *Ans.* $184.69—.
7. What cost 27 hectares of land, at $285.25 a hectare? *Ans.* $7701.75.
8. What cost 3 kilares, 7 hectares, 6 deciares of land, at $275.25 a hectare? *Ans.* 10185.90.
9. What must I pay for 29 decares, 17 centiares of land, at $6.65 an are? *Ans.* $1929.63.
10. How much will it cost to excavate 12½ steres of earth, at $37.25 a stere? *Ans.* $476.80.
11. What must I pay for 75 steres, 2 decisteres and 5 centisteres of wood, at the rate of $2.65 a stere? *Ans.* $199.41.
12. If 5 decasteres of wood cost $12.75, what must I pay for 8 hectosteres 6 decisteres of wood? *Ans.* $204.153.
13. What cost 15.25 litres of wine, in Federal Money, at 75.5 francs a litre? *Ans.* $214.15+.
14. How much must I pay for 3 decalitres 5 decilitres of molasses, at $1.25 a litre? *Ans.* $38.12½.
15. How much must be paid for 12 grammes and 5 decigrammes of jewels, at $6.50 a gramme? *Ans.* $81.25.
16. What cost 672 grammes, 2 decigrammes and 5 centigrammes of opium, at 62½ cents a gramme? *Ans.* $420.15.
17. A man bought 7000 grammes of jewels at 40 francs a gramme, and sold them at $15 a pennyweight; how much was gained or lost? *Ans.* 154.70.

Problems on Imports.

1. An importer bought 428.5 metres of silk in France, at 18 francs a metre, sent it to the United States, paying 25 cents a metre shipping and duty, and sold it for $5.25 a metre; what was his gain? *Ans.* $707.88.

2. An importer bought 428.5 grammes of drugs in France, at 12.5 francs a gramme, paid 31½ cents a gramme duty and freight, and sold them for $2.25 a gramme; how much was gained or lost?

Ans. Lost $167.11.

3. A man bought a valuable gem in France, which weighed 325.75 grammes, paying 10.25 francs a gramme; the duty on it was $6.25: how much must he sell it a gramme to clear $150? *Ans.* $2.39.

4. I bought 125.75 litres of wine in France, at 45.25 francs a litre, paid $1.25 a litre duty and freight, and sold it at $12.50 cents a litre; how much did I gain? *Ans.* $356.31.

5. An importer bought 625.5 litres of French brandy, at 7.55 francs a litre, paid 15 cents a litre duty and freight, and sold it in New York at $1.65 a litre; how much did he gain? *Ans.* $59.86.

6. A man bought 200 metres of cloth in France, at 16.25 francs a metre; he paid 12½ cents a yard duty and freight, and sold it in Boston at $4.62½ a yard; what was the gain? *Ans.* $379.76.

7. An importer bought 480 grammes of jewels at 12.25 francs a gramme, and paid $5.25 an ounce shipment and duty, and sold them in Philadelphia at $102.75 an ounce; what was the gain? *Ans.* $411.72.

LEARNING BY ROTE.

THE whole art of education as respects the memory consists in regulating the reception of first impressions so as to give them firmest hold on the mind, and in furnishing methods by which the power of recollection in dependence on the will may be best guided and maintained. But, though thus simple in its outline, the education of the memory is in reality rendered a very difficult problem by its numerous natural diversities, and one much less capable of being determined by general rules than is commonly believed. There are, however, various points in which its efficiency may be greatly increased by experience and good sense directed toward the result; and these are precisely the instances where physiology and medical knowledge afford suggestions of much value, with reference both to particular cases and to the more general methods employed.

Upon this topic, however, I can not enter beyond one remark which bears directly on the subject before us: this is the fact, well attested by experience, that the memory may be seriously, some times lastingly, injured by pressing upon it too hardly and continuously in early life. Whatever theory we hold as to this great function of our nature, it is certain that its powers are only gradually developed, and that if forced into premature exercise they are impaired by the effort. This

is a maxim, indeed, of general import, applying to the condition and culture of every faculty of body and mind, but singularly to the one we are now considering, which forms in one sense the foundation of our intellectual life. A regulated exercise, short of actual fatigue, enlarges its capacity both as to reception and retention, and gives promptitude as well as clearness to its action. But we are bound to refrain from goading it by constant and laborious efforts in early life, and before the instrument has been strengthened to its work, or it decays on our hands: we lose its present power, and often enfeeble it for all future use.

Even when by technical contrivances the youthful memory has been crowded by facts and figures, injury is often done thereby to the growth of that higher part of the faculty which recollects and combines its materials for intellectual purposes. And this is especially true when the subjects pressed on the mind are those not naturally congenial to it,—a distinction very real in itself, and partially recognized by all, yet often unduly neglected in our systems of education. The necessity must be admitted in practice of adopting certain average rules under which the majority of cases may be included. But special instances are ever before us where the mind, by its constitution, is so unfitted for particular objects that the attempt to force the memory or other faculties upon them is not merely fruitless but hazardous in result. It is tersely said by Hippocrates, *Φυσέως ἀντιπραττούσης, κένεα παντα,** —a maxim requiring some qualification, yet never to be disregarded in our dealings either with the mental or bodily condition of man. . . . . In the course of my practice, I have seen some striking and melancholy instances of the exhaustion of the youthful mind by this overexercise of its faculties. In two of these, unattended with paralytic affection or any obvious bodily disorder, other than a certain sluggishness in the natural functions, the torpor of mind approached almost to imbecility. Yet there had before been acute intellect with great sensibility; but these qualities had been forced by emulation into excess of exercise without due intervals of respite and with habitual deficiency of sleep.—Sir H. Holland.

The pupil whose intellect has once been aroused can not help striving, partially at least, to understand what he hears or learns, and can not fasten his attention upon sounds that are unintelligible to him. The pupil whose intellect has slumbered while his senses have been active remembers sounds with facility, and is content to attach no meaning to them. He substitutes the appearance of knowledge for the reality,—the sign for the thing signified,—words for ideas,—answers for information. His verbal knowledge is often so accurate as

* When nature opposes, our labor is lost.

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Educ P 168.3

THE

Illinois Teacher:

DEVOTED TO

Education, Science, and Free Schools.

RICHARD EDWARDS, EDITOR, Normal.
S. H. WHITE, MATHEMATICAL EDITOR, Chicago.

Peoria, Illinois:
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COMPOSITION.

A GENTLEMAN eminent in literature told us not long ago that it had always been his custom to stipulate with the teachers of schools to which he sent his daughters that the latter should *not* be obliged to write 'compositions'; for he said that, as usually conducted, it seemed to him to be an exercise in the art of diluting the smallest amount of meaning with the largest quantity of words; and he thought no practice was more prejudicial than that to the attainment of good habits of mind, or real power of expression. We could not but remember the weary hours that we had spent in our younger days in the vain endeavor to make bricks without straw, and wish that we had enjoyed the benefits of such a prohibition; and it reminded us that we had had some amusing specimens of school compositions put into our hands, which illustrate the state of bewilderment in which children's minds are placed when called on to write, without any help or guidance, on some abstract or general subject. They were written not a hundred miles from a Massachusetts school, and something less than a hundred years ago. The first is on American Scenery, and runs as follows:

We can see a great deal of this when we travel into different parts of the country and view the various scenes of antiquity.

It is delightful to travel into it, and see it, those who have money enough, but poor people must do otherwise.

There are a great many kinds of scenery, some of ghost, some imagination, and some of real life, so that we have all sorts and all kinds. We imagine one when there really is not one, and it may appear to be very beautiful to us at times, and at others not so.

The next is on the comparative utility of printing and the mariner's compass, and the young authoress endeavors unsuccessfully to consider the two branches of her subject separately.

"The comparative degree of a Mariner's Compass, and the Art of Printing:"

THE MARINER'S COMPASS.

This instrument governs a vessel at sea, and guides the mariner through the voyage. It always points north, and the vessel goes in any direction by the means of a rudder which turns it from one course to another. When a vessel is lost at sea, it is very soon known, and a great excitement made at land about it, and people think it strange. One will say it is fire, or it got shipwrecked and there is no knowing anything about it, till a vessel arrives and brings news that they discovered it at such a place. It then brings joy and gladness to every heart that is interested in it.

THE ART OF PRINTING.

Men would be totally ignorant of it, were it not for this art. The great men of modern times once began by the stamp of the type which had the letter A upon it. They commenced with that and went on by degrees, and, in time, *became very intelligent men and became enlightened.*

If a vessel is lost at sea, it is made by the types making an impression on the papers and is copied from one paper into another.

No. 3 we think a much more promising performance. The style is direct and vigorous: facts are not taken at second-hand, but there is evidence of original research and observation, 'down on the plains'. The authoress is definite as far as her knowledge extends. She knows they 'put them in a bilar'—but where her information ends she prudently becomes general.

HOW PAPER IS MADE.

First, pedlers go roun and gether rags, and gives tin ware and woodden ware and sutch. They then go and sell it to people that owns mills made on purpose for making paper. then they do have a lot of womans hierd to cut up the rags and they cut them a bout 2 inches long and a bout one in widh they put them in a large bilar and biles them and does something else with them. linen rags makes best paper, white rags makes white paper and they youse rie-straw to make brown paper, they youst to have a paper mill as we go down on the plains a bout six years ago.

Something could be made out of our last young writer; but as to the first two exercises, what is setting such subjects, and getting such results, but pursuing a course of mental stultification? And at the exhibitions of schools of higher grade, how often do judicious listeners have to grieve at the approbation expressed by fond parents and admiring friends for the silly or sentimental platitudes of young ladies in their teens. At college commencements how strikingly does some vigorous paper, the work of real thought, some times stand out from the washy flood of conventionalities which are apt to form the staple of the literary entertainment.

Yet not one of the elements which go to form a good education is more important than a real training in the art of expressing our thoughts clearly and forcibly, whether with the voice or pen; and while it would be as absurd to attempt to make all pupils elegant writers as to make all fine singers or distinguished artists, there are very few so dull as not to be able to learn to express their ideas simply, and with clearness and propriety, if only the right method is adopted.

We do not believe there is any one way that can be relied on to accomplish this result, though we are sure that most of the common ways are a good deal worse than useless, confusing and perplexing

younger scholars, and putting a premium, among older ones, on empty platitudes and feeble verbiage. As a general rule, those scholars will, of course, write best whose minds are most exercised by *all* their school-lessons; and those worst whose powers are cramped by dull, mechanical routine. The best preparation for written exercises is the constant practice of uttering one's thoughts orally. Let the teacher in recitation require answers from the pupil in his own words, and not those of the book, and insist that those answers shall be in the shape of complete grammatical sentences; let these be sharply criticised, and the statement always be reduced to its very best and clearest form, and in this way every exercise may be turned into an exercise in expression, and the transition to writing will be comparatively easy.

This is far better practice than the one, so often prescribed and highly recommended, of translating from foreign languages,—an exercise in which we have not much faith except for advanced pupils. The idioms of a foreign language are in their very nature untranslatable, and an immature pupil is far more apt to ruin his style by borrowing than to improve it by correcting them. The exercise requires two separate acts of thought: to understand and fully enter into the spirit of the foreign idiom, and at the same time to think in one's own,—a sufficient task for even a mature mind.

Such an exercise has but one advantage,—that it furnishes subject-matter for the composer. But this can be done in much more easy and simple ways. And the two great errors in the common methods of teaching the art are, first, that materials are not furnished properly; and secondly, that we expect the pupils to take the very last steps in the process before they have learned to take the first,—to walk before they have learned to creep, and to run before they can walk; we look for paragraphs and whole essays before we have taught the composition of phrases and sentences.

In regard to meeting the first difficulty, we think that the following account of a practical exercise, read at the Schoolmasters' Meeting, by Mr. L. W. Russell, of Watertown, furnishes excellent hints. It provides the materials and helps the child to arrange them in logical order. He will not, therefore, feel overwhelmed with the complicated nature of his task; but his mind will be left free to perform the essential part, that of finding words and putting them in proper order for thoughts which have been already supplied. It is obvious that the method which is here applied to a simple subject and to young pupils would be equally suitable for advanced pupils and for more difficult themes. Let any one, for instance, first discuss with a class of young men or young women just beginning to think such a subject as the true nature of Poetry, or the right conduct of the Understanding, taking care to give briefly the views of eminent writers who have treated of the subject, and showing the points of difference as well as

agreement among them, drawing out at the same time the notions, no matter how crude, which the pupils may have upon the subject; then, when their minds have been awakened and set thinking, and they have been provided with some material for thought to feed on, you may reasonably expect to get something in return. And in the midst of much which will be a mere repetition of the thoughts provided, you will often get something of real freshness and originality, and set a young mind into action in some direction that will perhaps have a marked influence upon all its after career.

We had something to say upon lessons in the construction of sentences; but we must reserve it to give room for Mr. Russell's excellent paper.

Mr. Russell prefaced his exercise by saying that he need not stop to ridicule the practice, once more common than now, of giving abstract subjects to young pupils, and compelling them to rack and torture their brains to write something about that of which they knew very little and cared less, making composition-day the most hated of all school-days. The composition exercise might be made as pleasant to the scholar as any other. Very little of value could be accomplished in this matter that was done from compulsion. The methods to be pursued to interest pupils in this branch are various, but should all tend to show the learner how to make his own knowledge available, and encourage him to make further investigations for himself.

To illustrate a method which he had found useful in his own school, he made use of some written exercises handed in the day before by his pupils. These were simply the result of an ordinary weekly exercise, conducted briefly as follows: "Scholars, you may take pencils and paper, and write as many notes as you can while I question you and give some facts about the subject for this week's written exercise. How many of you have ever seen a *pine-tree?*" All hands are up: but one says, "What kind of pine do you mean, sir?" "I mean a white pine; but how many kinds of pine are there?" Several different names are given, which are shown to be only local names of the three kinds found in this region,—the white, the Norway, and the pitch.

"Please tell me how this tree looks." A variety of answers are given: as, it is tall, straight; the bark is rough; the bark is smooth, etc. "Do you think that the bark is smooth on old trees?" "No. It is smooth on young trees, but rough on old ones." "Right. Note down as many of these things as you can as we proceed. Can any one tell how high the tallest of the pines grow?" Various answers are given. Where the pupils are at fault, facts should be given and the truth made known. "How many of you have seen the Bunker-Hill Monument? Do you suppose that pines ever grow as high as that?" Nearly all think not. They are told of the hight of some even higher. A tree taller than Bunker-Hill Monument! They are beginning to be interested in the pine. "How do the branches grow from the tree?" One says thick; another, in rings; another, in a spiral; still others, out straight, flat, etc. The manner in which they grow is shown, and the proper terms of description decided upon. "How many have seen a pine that has been blown down by the wind? How did the roots look? Did they appear to have penetrated deeply into the ground? Do the roots decay rapidly? Why not?" One boy says, "I know; they are all full of fat, and we split them up to get torches, so we

can see to spear fish in the night." "Very well. But is 'fat' the right name for the substance that burns with so brilliant a light?"

"Now what will you say for the appearance of the tree as a whole?" Different answers bring out the words grand, splendid, sublime, noble, majestic, and others. Here, without entering into a tedious discussion of the meanings of words, the proper terms of description must be selected. "Shall we then call the Pine the King of the forest?" "No, sir. The Oak is the king; we will call the Pine the Queen of the forest." "Very well; we will marry them, then: The Oak and Pine, King and Queen. Express that in your written exercise as prettily as you can."

A conversation like this, but more extended, resulted in a paragraph as follows, taken from the composition of one of the youngest pupils:

"This is the tallest tree that is found in the eastern forests. It some times grows to the hight of two hundred feet in New England. One was recently cut in Eastern New York two hundred and forty feet high, and one which grew in Lancaster, N. H., was two hundred and sixty-four feet high, forty-two feet higher than Bunker-Hill Monument. The bark is rough on old trees, but smooth on young ones. The pine is very straight and erect, and tapers very gradually to the top. For this reason it is much used for ships' masts, flag-staffs, etc. The branches grow in whorls from the trunk, and at right angles with it, one whorl coming out each year. By this means the age of a young tree may be told, and, also, how much it grows in a year.

"If the Oak, on account of its majestic and sturdy appearance, deserves the name of King of the forest, so the Pine, for its light, graceful, airy appearance, merits the title of Queen.

"The roots are found near the surface of the ground, and for this reason it is easily blown over when left alone. The roots do not readily decay. This is on account of their being filled with resin."

Next may come questions on the uses of the wood, and its appearance and and weight.

"How many of you have a jack-knife? What kind of wood can you whittle most easily? Can it be planed smooth? Does a nail split it readily? Does it receive paint freely? Why do the gilders use it?" So its uses are brought out, and recorded, as in the following extract:

"The wood is soft, light, and durable. It may be worked with great ease, cutting freely in all directions, its greatest defect being want of strength. It takes paint readily, for which reason it is preferred for the outside of buildings, and all parts to be painted. It also takes gilding well. It is extensively used for pails and tubs, cheap furniture, and a great variety of purposes, from the mast of a ship to a friction match."

In the exercise, the method of which what has been given is intended to show, facts were brought out and subsequently arranged by the pupils in relation to the regions of which the pine is a native, the kinds of soil in which it flourishes, the disappearance of the forests, on account of the great demand for the wood, the means which may be taken to replenish them, and other things of interest. It will be seen that the pupil is made to search his own observation and experience for facts, get others from his mates and teacher, note down some of them during the exercise, and afterward arrange them as his 'composition'. He loses no sleep over the matter; in fact, likes the task, and is hardly aware that it is the 'first step' leading to original investigations when his mind shall have become strengthened by judicious exercise.

Mass. Teacher.

STATE ASSOCIATION OF COUNTY SUPERINTENDENTS.

CENTRALIA, MARION CO., ILLINOIS,
Tuesday, October 16th, 1866.

THE STATE ASSOCIATION OF COUNTY SUPERINTENDENTS met at 2 o'clock P.M., in the Methodist-Episcopal Church.

Hon. Newton Bateman, Superintendent of Public Instruction, in the chair.

The meeting was opened with prayer by Rev. Samuel H. Stevenson, Superintendent of Putnam county.

Rev. Thomas W. Hynes, Supt. of Bond county, was appointed Secretary.

The Chairman addressed the Association upon the objects of the Association, and the spirit in which the accomplishment of those objects should be sought, urging the importance of an earnest and enlightened zeal in their attainment, and the absolute necessity of popular education in such a government and for such a people as ours.

A dispatch was read from Superintendent Eberhart, of Cook county, assigning as the reason of his absence sickness in his family.

A paper on the subject of 'County Teachers' Institutes — their utility and necessity, and the best modes of conducting them', was read by George W. Batchelder, Supt. of Hancock county.

The roll was called, and Superintendents from the following counties were found to be present, viz:

Adams, Bond, Champaign, Clay, Clark, Clinton, Douglas, DuPage, Fayette, Greene, Hancock, Jackson, Jefferson, Kankakee, Lawrence, Lee, Marion, Massac, McLean, Monroe, Moultrie, Ogle, Perry, Piatt, Pike, Pope, Putnam, Randolph, Richland, Rock Island, Saline, Stark, Tazewell, Union, Will, Williamson.

After the reading of Mr. Batchelder's paper, the subject was discussed by Messrs. Wilkins, of McLean; Stevenson, of Putnam; Andrews, of Union; Moore, of Marion; Higby, of Kankakee; Scott, of Massac; Williamson, of Richland; Leal, of Champaign; and Roots, of Perry.

On motion, a committee of three was appointed on Resolutions, consisting of Messrs. Gest, of Rock Island; Leal, of Champaign; and Scott, of Massac.

A paper was read by James A. Kennedy, Supt. of Monroe county, on the question 'To what extent should the Higher Branches be taught in Common Schools?'

The question was discussed by the Chairman, Messrs. Roots, of Perry, and Andrews, of Union, when the paper was referred to the Committee on Resolutions.

A paper was read by Edward L. Wells, Supt. of Ogle county, on 'The Examination of Teachers — the best methods of conducting such examination'.

The Association then adjourned till 7 o'clock P. M.

The Association met at 7 o'clock P. M.

The paper read by the Supt. of Ogle county, on the examination of teachers, was discussed by Messrs. Roots, of Perry; Wells, of Ogle; Stevenson, of Putnam; Leal, of Champaign; Wilkins, of McLean; Scott, of Massac; Lowry, of Lawrence; Higby, of Kankakee; Kennedy, of Monroe; Andrews, of Union; and the State Superintendent.

Prof. Daniel Wilkins, Supt. of McLean county, read an essay on the 'Supervision and Visitation of Schools by County Superintendents'.

The Association adjourned till 8½ o'clock to-morrow morning.

Wednesday, 8 1-2 o'clock A.M., 17th October.

The Association met, and was opened with prayer.

Prof. Wilkins, of McLean, moved that this Association meet once in each year.

The motion was adopted, and it was voted that the next meeting be held at Bloomington, on the third Tuesday in October next, at 10 o'clock A. M.

President Edwards, of the State Normal University, was elected an honorary member of this Association, and, being present, took his seat.

Mr. Pace, Superintendent of Jefferson county, read a paper on the subject of 'School Statistics of Townships and Districts — how and by whom they should be collected'.

The subject was discussed by Dr. Bateman, Messrs. Roots, of Perry; Andrews, of Union; Stevenson, of Putnam; Wilkins, of McLean; Higby, of Kankakee; Lowry, of Lawrence; Scott, of Massac; Batchelder, of Hancock; Wells, of Ogle; and Malone, of Randolph.

President Edwards addressed the Association on the subject of 'Teachers' Institutes'.

The Committee on Resolutions made the following report, which was adopted.

1. *Resolved,* That the system of granting State Certificates to the meritorious, inaugurated by our present State Superintendent of Public Instruction, meets our hearty approbation.

2. *Resolved,* That it is the imperative duty of County Superintendents to visit the schools of their respective counties; and not only to note the method of instruction adopted by the teacher, and make suggestions thereon, but also to examine critically the condition of the school-building, furniture, and grounds, and impress on teacher, pupils, and people, the necessity of maintaining them in good order.

3. *Resolved,* That in the examination of teachers the following facts are to be ascertained: 1st, That the candidate sustains a good moral character. 2d,

That he possesses the requisite knowledge. 3d, His aptness to teach. 4th, That he possesses gentlemanly habits and deportment.

4. *Resolved*, That the practice of some teachers in introducing the higher branches in their schools, to the neglect of thorough instruction in the *primary* branches, is highly reprehensible.

5. *Resolved*, That we recommend to the careful consideration of members of this Association the valuable suggestions contained in the papers read by Superintendents Batchelder, Kennedy, Wells, Wilkins, and Pace, during this session.

6. *Resolved*, That our State Superintendent, Hon. Newton Bateman, merits our warmest regard, for the patience and ability with which he has presided on this occasion; for the noble sentiments contained in his opening address, and the numerous important suggestions which he has made.

7. *Resolved*, That the Trustees of the Methodist-Episcopal Church are entitled to our warmest thanks for kindly granting to us the use of their church-building during this session.

8. *Resolved*, That the thanks of the Association are due to President Edwards for his valuable suggestions and earnest appeal on behalf of the cause of education; To Mr. Charles B. Stone, Reporter of the Chicago Times, for his interest in our meeting, and reporting its proceedings; and to the Secretary for the efficient manner in which he has performed the duties of his position.

9. *Resolved*, That the Secretary be requested to furnish a copy of the proceedings of this Association to the Illinois Teacher for publication.

It was resolved that this Association reäffirm the resolution passed at its meeting in Bloomington on the subject of County Teachers' Institutes.

It was voted that we agree to pay one dollar each for the purpose of of publishing the proceedings of this meeting, and Hon. Newton Bateman, Prof. Daniel Wilkins, and President Richard Edwards, were appointed a committee to superintend the publication. (Thirty dollars were handed in for this purpose.)

The same committee was appointed to make arrangements for the next meeting of the Association.

The Association then adjourned, to meet in the City of Bloomington, on the third Tuesday in October, 1867, at 10 o'clock A.M.

[Signed] THOS. W. HYNES, Secretary.

CULTIVATE THE MORAL NATURE.—Keeping all the while in view the object of popular education—the fitting of the people, by moral as well as intellectual discipline, for self-government,—no one can doubt that any system of instruction which overlooks the training and improving of the moral faculties must be wretchedly and fatally defective. So far from crime and mere intellectual cultivation being dissociated in history and statistics, we find them, unhappily, old acquaintances and tried friends. To neglect the moral powers in education is to educate not quite half the man. To cultivate the intellect only is to unhinge the mind and destroy the balance of the mental powers; it is to light up a recess, only the better to see how dark it is. And if this is all that is done in popular education, then nothing, literally nothing, is done toward establishing popular virtue and forming a moral people. HON. DANIEL D. BARNARD.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.
Post-Office Address — "595 West Washington St., Chicago."

MENTAL ARITHMETIC. — In the recently-revised edition of the Course of Instruction in the schools of Chicago are many valuable practical suggestions upon teaching Arithmetic, which we shall be glad to place before the readers of the Teacher. The following are some general hints upon teaching Mental Arithmetic.

In all the grades where a text-book on this subject is used, teachers should make up many exercises similar in principle to those of the book, so that principles may be thoroughly understood. The use of prescribed formulas at all times is not desirable: it cripples independent action and thought. After an example is wrought according to formula, pupils should be encouraged to present other methods of solution, and should be commended for any correct solution, especially if it be brief and intelligible.

The answer should, in all mental exercises, be given first; and then the solution may or may not be given, as the teacher may prefer, provided the teacher is sure that the pupil understands the correct method of solution. A solution may with profit be given by several members of a class, each person called upon taking the solution exactly where it was left by his predecessor, without omission or repetition of a word. This practice secures facility, attention, and accuracy. For the purpose of securing solutions according to a prescribed formula, concert exercises may be made very profitable. Great pains should be taken to secure brevity and accuracy in language, in methods, and in results.

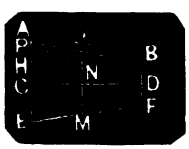
Classes in Arithmetic should have frequent extemporaneous exercises in combining series of numbers, involving the principles which they have gone over. These numbers should be given by the teacher, —slowly at first, and afterward with more and more rapidity, as the pupils are able to carry forward the computation. The following is an example: Take 5, add 3, add 10, subtract 9, multiply by 8, add 20, add 8, subtract 40—result? Those who are prepared to answer raise the hand, and the teacher calls on one or more of them individually for the answer, or on all together. Exercises of this kind should be commenced as soon as pupils are able to add simple numbers together, and continued through the entire course. Similar examples may occasionally be carried rapidly around the class, each pupil giving in turn the result for one step of the process, with as little delay as possible.

In all exercises of this kind there is danger that but few will derive benefit from them, unless the teacher is specially watchful, and calls out often those who do not give evidence in their countenances of mental activity. In all cases it is well to get answers from a large number of the class before telling which is right. This course may be pursued: An exercise is given; hands are raised; some one called on gives the result, and all who agree with the result given drop their hands. One of the disagreeing ones gives a result, and those who agree drop their hands; and so on till all hands are down. The teacher then announces the correct answer, or, if it be not a lengthy exercise, calls upon some one to repeat it, giving results at each step, that those who failed may see the cause of their failure.

ORIGIN OF THE SIGNS + AND —. A recent writer in the London Athenæum gives the following as the origin of the signs + and —:

"The first of these signs is a contraction of *et* (a Latin word meaning *and*). *Et*, by degrees, became &, and & became +. The origin of the second (—) is rather more singular. Most persons are aware that it was formerly the universal custom, both in writing and printing, to omit some or all of the vowels, or a syllable or two of a word, and to denote such omission by a short dash, thus, —, over the word. The word *minus* thus became contracted to $\overline{\text{mns}}$. After a time, the short line itself, without the letters, was considered sufficient to imply subtraction, and, by common consent, was so used. Hence we have now the signs + and —." Annual of Scientific Discovery.

SOLUTIONS.—12. Let CN = PL = x. By similar triangles, BH : AH :: LP : AP, or, 12 : 2 :: x : AP. $\therefore$ AP = $\frac{x}{6}$. PC = LN = $6-\frac{x}{6}$. (AE+LM)×½CN = $\frac{x}{2}\left(24-\frac{x}{3}\right)$, and $\frac{x}{24}\left(24-\frac{x}{3}\right)=\frac{72x-x^2}{72}$ = number of square feet in the surface ALME, which, by the question, must be half the board. $\therefore \frac{72x-x^2}{72}=5$ ... [1]. Whence, $x^2-72x=-360$ ... [2], and $x=36\pm\sqrt{936}=5.4058$, using the lower sign. ARTEMAS MARTIN.



15. Given $\left\{\begin{array}{l}[1]\ldots x^2+xy+y^2=244,\\ [2]\ldots x^4+x^3y+x^2y^2+xy^3+y^4=33616,\end{array}\right\}$ to find x and y.

[3]... $(x^2+y^2)^2+xy(x^2+y^2)=33616+x^2y^2$, by adding x^2y^2 to [2] and factoring. [4]... $(244-xy)^2+xy(244-xy)=33616+x^2y^2$, by transposing [1] and substituting in [3]. [5]... $x^2y^2+244xy=25920$, by performing operations indicated in [4]. [6]... $xy=-122\pm\sqrt{40804}=80$, which added to and subtracted from [1] gives $x=10$, and $y=8$. SIGMA.

Another Solution.—Let $x+y=s$, $xy=p$, and the proposed equations

become $s^2-p=244$...[3], and $s^4-3ps^2+p^2=33616$...[4]. Substituting for p its value, as given by [3], $s^4-244s^2=25920$...[5]; whence, $s=18=x+y$...[6]. Substituting in [3], $p=80=xy$...[7]. From [6] and [7] we readily find $x=10$, $y=8$. ARTEMAS MARTIN.

Solved also by J. M. Greenwood and K. H. F.

16. Had the laborer worked every day, he would have received $\$3\times 40=\$120$; but, as he only received $\$100$, he lost $\$20$ by being idle. Each day he was idle he received $\$4$ less than if he had worked, $\$3$ his wages, and $\$1$ he forfeited; hence, he was idle as many days as $\$4$ are contained times in $\$20$, that is, 5 days. He worked $40-5=35$ days.

Ans. He worked 35 days, and was idle 5 days. J. L. B.

Solved also by A. Martin, Sigma, J. M. Greenwood, and K. H. F.

17. *Rule.*—From the square of the whole length of the pole subtract the square of the base, and divide the remainder by twice the whole length of the pole. $\frac{(36)^2-(24)^2}{2\times 36}=10$ *Ans.*

Second Solution.—$(36)^2+(24)^2=\sqrt{1872}=43.266+$; and, since similar triangles have their like sides proportional, $36 : 43.266+ :: 21.633+ : 26$, the part broken off; $36-26=10$, hight of the stump. SIGMA.

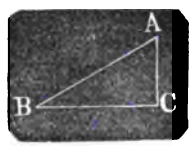
Third Solution.—Draw BC equal to the width of the stream, and erect the perpendicular AB equal to the hight of the pole; join A and C, and bisect AC in D; draw DE perpendicular to AC, and E is the point required. BE is the hight of the part left standing.



Demonstration: Join C and E. By the construction, CD=AD, and DE is perpendicular to AC; $\therefore$ CE=AE.

Calculation: $\overline{AC}^2=24^2+36^2=1872$; $\therefore$ $AC=\sqrt{1872}$. By similar triangles, $AB : AC :: AD : AE$; or, $36 : \sqrt{1872} :: \frac{1}{2}\sqrt{1872} : AE$; $\therefore$ AE=26 feet, and 36−26=10 feet=BE.

Fourth Solution.—Let BC represent the width of the stream, AC=the hight of the part of the pole left standing, and AB=the broken part. Put BC=a, and AB+AC=b. Let AC=x; then AB=$b-x$, and, by the property of the right-angled triangle, $x^2+a^2=(b-x)^2$...[1]; or, $a^2=b^2-2bx$...[2], and $x=\frac{b^2-a^2}{2b}$



ARTEMAS MARTIN.

Fifth Solution.—Let x=hight of the part standing, and $36-x$=length of the part that extends to the opposite bank. By the question, $x^2-576=1296-72x+x^2$. $\therefore$ $x=10$ feet. J. M. GREENWOOD.

Solved also by K. H. F.

PROBLEM.—18. A gentleman has a lot 12 rods square which he wishes to set out in trees. How many will it require, each tree being one rod from the other, and none within half a rod of the fence? R. W. G.

EDITOR'S DEPARTMENT.

EDITOR'S CHAIR.

GEORGE PEABODY'S DONATION TO HARVARD COLLEGE.—

GEORGETOWN, MASS., October 8.

To the Hon. Robert C. Winthrop, His Excellency Charles Francis Adams, Francis Peabody, Stephen Salisbury, Asa Gray, Jeffries Wyman, and George Peabody Russell, Esq'rs:

GENTLEMEN — Accompanying this letter I inclose an instrument giving to you one hundred and fifty thousand dollars ($150,000) in trust for the foundation and maintenance of a Museum and Professorship of American Archæology and Ethnology in connection with Harvard University.

I have for some years had the purpose of contributing, as I might find opportunity, to extend the usefulness of the honored and ancient University of our Commonwealth, and I trust that, in view of the importance and national character of the proposed department, and its interesting relations to kindred investigations in other countries, the means I have chosen may prove acceptable.

On learning of your acceptance of the trust, and of the assent of the President and Fellows of Harvard College to its terms, I shall be prepared to pay over to you the sum I have named.

Aside from the provisions of the instrument of gift, I leave in your hands the details and management of the trust; only suggesting that, in view of the obliteration or destruction of the works and remains of the ancient races of this continent, the labor of exploration and collection be commenced at as early a day as practicable; and also, that in the event of discovery in America of human remains, or implements of an earlier geological period than the present, especial attention be given to their study and their comparison with those found in other countries.

With the hope that the Museum, as thus established and maintained, may be instrumental in promoting and extending its department of science, and with fullest confidence that under your care the best means will be adopted to secure the end desired,

I am, with great respect,

Your humble servant,

GEORGE PEABODY.

The instrument of conveyance provides that $45,000 of the $150,000 shall be invested as a fund, the income of which shall be applied to forming and preserving collections of antiquities, and objects relating to the early races of the American Continent, or such (including such books and works as may form a good working library for the departments of science indicated) as shall be requisite for the investigation and illustration of archæology and ethnology in general, in main and special reference, however, to the Aboriginal American races. The income of the further sum of $45,000 is to be applied to the establishment and maintenance of a Professorship of American Archæology and Ethnology in Harvard University; said professor shall be appointed by the President and Fellows of Harvard College, with the concurrence of the Overseers, in the same manner as other professors are appointed, but upon the nomination of the founder or the Board of Trustees. He shall have charge of

the above-mentioned collections, and shall deliver one or more courses of lectures annually, under the direction of the government of the University, on subjects connected with said departments of science. The remaining sum of $60,000 is to be invested and accumulated as a building fund, until it shall amount to at least $100,000, when it may be employed in the erection of a suitable fire-proof museum-building, upon land to be given for that purpose, free of all cost or rental, by the President and Fellows of Harvard College—the building when completed to become the property of the college, for the use of this trust, and none other.

Mr. Peabody gave a few days ago twenty-five thousand dollars ($25,000) to Phillips Academy, Andover, Mass. In view of these donations, the following action of the Massachusetts State Teachers' Association seems to have been eminently proper:

Mr. B. G. Northrop, Agent of the State Board of Education, moved the adoption of the following resolution:—

Resolved, That the teachers of Massachusetts cordially recognize and most gratefully appreciate the munificent donations of George Peabody, Esq., of London, so wisely bestowed, for the establishment and support of libraries and courses of lectures, the endowment of institutions of learning, and the general diffusion of knowledge.

Mr. Northrop, in presenting the resolution, highly eulogized Mr. Peabody. The resolution was adopted unanimously by a standing vote.

THE COLORED STATE CONVENTION.—The Committee on Education argue that question logically and effectually, and call attention to the fact that less than one hundred colored children are admitted to the public schools of this state, and that eight thousand colored boys and girls are deprived of the benefit of free schools. They appeal for educational facilities that they may elevate themselves and prove the manhood of twenty-two thousand colored citizens of Illinois.

The resolutions are as follows:

WHEREAS, Taxation without representation is contrary to the genius and spirit of our Republican institutions; and *whereas*, The colored people of the State of Illinois are taxed for the support of the public schools, and denied by the laws of the state the right of sending their children to said schools; therefore,

Resolved, That we regard it a gross usurpation, unjustly shown toward the colored citizens of Illinois, and that this Convention do hereby recommend to the colored people of this state to send their petitions to our Legislature asking for the repeal of said law.

Resolved, That our State Legislature, having ratified the amendment to the Constitution of the United States abolishing slavery, and having repealed a part of the black code, giving to colored men the right to testify in courts of justice, must be regarded as being still remiss in her duty until she educates the children of three thousand colored men who helped to fill the quota of this state.

Resolved, That to deprive us and our children of this invaluable right, honorably and patriotically defended by the blood of our fathers, brothers, and sons, is treating us with wrong and cruel injustice, unheard of in any civilized land or country, whose government, national or state, has received the services of black soldiers in defending the liberty of the entire people.

TRANSMISSION OF SOUND.—The workmen on the opposite ends of the Chicago tunnel have approached to within six hundred and forty feet of each other. Some experiments have recently been made with a view to ascertain the conducting power of the clay intervening between the working parties. It was found that the ordinary stroke with the pick could not be hear at the other side, but that if a stone or piece of metal, imbedded in the clay, were struck, the vibration was communicated through the mass of clay, and the noise heard distinctly at the distance of six hundred and forty feet. A pistol fired was not heard on the other side. The fact seemed to be established that the vibrations of the air were not readily communicated to the clay, but that those of the

clay were easily transmitted to the air. The tunnel is built under the bed of the lake, about seventy feet from the surface of the water. About half of this distance is through solid clay. Workmen underneath can distinctly hear the noise of the steamboats passing overhead. W.

CIRCULAR No. 3 of Supt. Wells, of Ogle County, contains, among other things, the following:

Qualifications for Certificates.— Before receiving a certificate of second grade, a teacher shall have a knowledge of Arithmetic to cube root—thorough as to the solution of problems; shall understand the general principles of English Grammar, and be able to parse correctly sentences not difficult; shall have a good knowledge of Descriptive Geography, especially of the United States; also understand the principles of Mathematical Geography, as commonly found in our geographical text-books; shall be acquainted with the principal events in the History of the United States; and shall read, write, and spell well.

Before receiving a certificate of first grade, a teacher shall have—in addition to the qualifications for a second grade—a technical and also a philosophical knowledge of all the branches, as required by law: said teacher, for instance, to be required to understand the principles of Map-drawing; analyze words by giving separately the sounds of the same; analyze and parse more difficult sentences; give good analysis of problems in Mental Arithmetic, and complete Practical Arithmetic, and explain its principles from beginning to end; give a fuller account of the History of the United States; and to be well acquainted with the rules of Reading, Spelling, and Penmanship; and, further, he shall prove himself, upon visitations of his school by the County Superintendent, to be a good, thorough, and practical teacher.

After a teacher has received a certificate of second grade, he need not expect to receive another, even of second grade, without another examination—the idea being that teachers should qualify themselves for certificates of first grade.

The following plan is suggested for the benefit of those teachers who, having received certificates of second grade, are desirous of obtaining certificates of first grade:

Let each teacher make Orthography, Reading, and Penmanship, the branches of special study for the next year, and prove himself at the next examination qualified in these branches for a certificate of first grade. In like manner take Geography and History of the United States for the second year, and Arithmetic and Grammar for the third year. Thus, having qualified himself in knowledge of books, if he has proved himself a good practical teacher, he will be entitled to a certificate of first grade.

Probabilities.—That many persons, thinking examinations a farce, will be refused certificates.

That some will even commence teaching and then be refused certificates.

That there will not be more than twenty valid certificates of first grade at any one time in the county.

Conclusions.— Of the teachers at this date in the one hundred and seventy-six schools in Ogle county, about one-eighth do not receive as much pay for teaching as they earn; about one-fourth receive an equivalent for their services; while one-half receive more than they earn, and one-eighth do not earn any thing, and the wages might be better paid to them for staying at home.

Some who pass better examinations are not so good teachers as others who possess just the necessary qualifications to be successful in procuring certificates.

After a certain amount of knowledge of books, the success of the teacher does not so much depend upon the increase of such knowledge as it does upon the improvement in methods of teaching.

Some teach a dozen terms and do not improve so much in methods of teaching as others who have only taught one-fourth as long.

Evidently Mr. Wells has an idea that school-teachers ought to grow, and that school-teaching is a profession.

THE MASSACHUSETTS STATE TEACHERS' ASSOCIATION held its twenty-second annual meeting in Boston during three days of the second week of October. The reports we have seen show that it must have been a very pleasant occasion, and that there was some work done. We clip from the Boston Advertiser the following summary of a lecture by Rev. A. A. Miner, D.D., President of Tufts College:

Dr. Miner's address was able and comprehensive, and was concerning the moral tendency of the common-school system of Massachusetts. He held that our system of common schools had directly and within itself a moral tendency. First, it is seen in the implicit obedience which the external and internal arrangement of the school requires of the pupils. In enlarging on this point, the speaker said that while we should remember that it is our duty to rule as far as practicable by reason, we should not forget that there is a time in the life of the child when implicit obedience should be rigidly required of him. If he is taught submission at this time, he will remember it during life. It is in our schools that the foundation of government is laid, or, if laid in the home circle, it is matured in the school-room.

The moral tendency is seen, in the second place, in the habitual nurture of self-denial and self-control on the part of the pupil. The difference between the school-room and the play-ground, the non-intercourse of the school-room and the pleasant communion of home, the labor, the hard work of the school, and the pleasant relaxation and pleasures of the home circle, are so extreme that we can not wonder if the tax on the child is severe. When we consider this, we are surprised to find that, with few exceptions, when the appointed time comes, the play, the home, and all its charms, are set aside, and the study, the non-intercourse, the work, are welcomed in the school-room. There is in this a spirit of self-control, of self-denial, which we are slow to appreciate.

Thirdly, the moral tendency of our common-school system is shown in the subject-matter of the instruction communicated by the teacher; and fourthly, in the united example of wise men,—in their sayings, their legislation, their sacrifices in affirming the superiority of mind, with its development and culture, over all material things. In conclusion, Dr. Miner entreated the teachers before him to consider the importance of the labor in which they are engaged, the value of the influence they exert on the minds of the pupils whom they have under their charge, and the influence in life they exert by the instruction they impart, and the weight of personal example which they exercise over them.

C. C. Chase, of Lowell, was chosen President, and R. C. Metcalf, of Boston, Corresponding Secretary for the next year.

MAINE has established and put in successful operation a Normal School; and now she is about to take the next step, in establishing an educational journal to be called The Maine Normal, with G. M. Gage, Principal of the State Normal School, Farmington, for editor. We shall be glad to welcome it among our exchanges. The terms are $1.50 for a single copy one year: the first number will be issued about the first of December.

MISS ESTHER M. SPRAGUE, a graduate of the Illinois Normal University, for some years a teacher in the Peoria schools, has recently resigned a position in the Chicago schools, to accept an appointment in the Normal School at Platteville, Wisconsin.

JAMES CRUIKSHANK, LL.D., has been appointed Assistant Superintendent of Schools, Brooklyn, N. Y. Mr. Cruikshank has for many years been the editor of the New-York Teacher, and an active laborer in different departments of the educational work of the State of New York. He will be a valuable colaborer with the present efficient Superintendent, J. W. Bulkley, Esq.

PENNSYLVANIA.—Prof. J. P. Wickersham, late Principal of the Normal School at Millersville, has been appointed State Superintendent of the schools of this state.

MARYLAND.—The First Annual Catalogue of the Normal School of Maryland, July, 1866, contains the following summary: Ladies, 40; gentlemen, 8. Total, 48. Graduates, 14.

LOCAL INTELLIGENCE.

OUR NEXT STATE SUPERINTENDENT.—The issue of this number of the Teacher having been unavoidably delayed until after the state election, we are able to announce that Hon. Newton Bateman has been reëlected State Superintendent of Public Instruction of Illinois, for a term of four years; and that he has received a much larger majority of votes than has ever before been given to any candidate for any office in the state.

STATE ASSOCIATION.—The Executive Committee have decided that the next meeting of the Illinois State Teachers' Association shall be held at Jacksonville. We are not advised of the precise time of meeting, but presume it will be, as usual, either the last full week in December, or the week comprising the last days of December and the first of January. We expect to publish a full programme of exercises, with other customary announcements, in the next number of the Teacher.

CHICAGO — *Twelfth Annual Report.*—Through the kindness of Hon. J. L. Pickard, Superintendent of Chicago Public Schools, we are in possession of the advance sheets of the above-named volume. It contains the reports of the Su-

perintendent, President, and various committees of the Board of Education, and full statistics of the schools for the past year.

Though local in its character, this report contains much that is of general interest. As exhibiting the workings of the Chicago schools and containing suggestions drawn from the experience of men who take a lively interest in the trusts committed to their care, the volume is of value to every educator. Brief extracts from several of the reports have been laid before our readers at the time when they were presented to the Board. At present our space will allow us to give only the following items.

During the year there have been eight male and one hundred and twenty-two female applicants examined for positions as teachers, of whom five males and seventy-two females received certificates, and two males and thirty-nine females appointments.

Eighty-eight boys and one hundred and eighty-five girls were examined for admission to the High School, of whom sixty-eight boys and one hundred and thirty-one girls were admitted. The average age of those admitted was—boys, 15 yrs. 2 mos.; girls, 15 yrs. 6 mos.

The average number of pupils attending the evening schools was 751. The average cost per pupil (calculated on average attendance) was $9.64.

The present number of teachers is 265, an increase of 20 during the year.

The average number of pupils belonging through the year was 14,609; per cent. of daily attendance, 92.8; per cent. of tardinesses, 9; number of promotions from grade to grade, 13,439.

It is estimated that 5,259 children in the city are due in the public schools who are not found there at any time in the year.

The average number belonging is 8.1 per cent. of the whole population.

Twenty-one per cent. of the pupils belong to the Grammar Department, and seventy-nine per cent. to the Primary.

The average length of time required for passing through the ten grades of the District Schools is eight years and nine months, divided as follows: Six months for the lowest, eight months for each of the next two higher, nine months each for the next two in order, and one year each for the five highest.

The average number of pupils per teacher for the year has been 54 in the Grammar and 71 in the Primary Department. W.

KNOX COUNTY TEACHERS' ASSOCIATION met at Knoxville, Thursday, Oct. 18th, and continued in session during the remainder of the week.

After the usual opening exercises, J. W. Bird, Superintendent of Knoxville Graded School, took charge of the class in Mental Arithmetic. He would have scholars careful to observe a proper formula, and preserve the order of statement in the solution; would have a class recite promiscuously, the example to be read but once; recommends a frequent exercise in silent and rapid combination of numbers, the whole class engaging; would have no assistance by marks or otherwise; thinks the mental arithmetic should precede the written. A general discussion followed. Some would have the mental arithmetic accompany the written. Mr. Knapp would have the solution of one or two examples represented by signs on the blackboard after the mental solution.

B. P. Marsh, Superintendent of Oneida Graded School, presented the subject of Geography in the following manner: Scholars were to consider the subject as divided into three departments, viz: Physical, Political, and Mathematical; then, after learning the divisions and definitions of each department, each scholar is to form a chart of each department, and so thoroughly fix the arrangement in the mind as to be able from memory to place the same neatly upon the board, as he may be frequently called upon to do so. When thus prepared, he is ready for Descriptive Geography. In stead of committing the description of several states or countries and forgetting almost as soon, or being so confused as hardly to know to what state a statement refers, he would have the scholar apply his chart, noting first the physical features, which determine to some extent the habits and occupation of the people, next the political, and lastly the mathematical. In this way the whole story is told, and the scholar has something to sustain his memory. The chart may be applied to a grand division of the land, or to a subdivision of the same. To teach Geography to primary scholars, he would give oral instructions for some time before using the book. Map-drawing was also recommended.

The County Superintendent, having several times visited Mr. Marsh's school, stated that he uses the chart-method in giving instruction in almost every branch, the scholars being required to be ready to write from memory a synopsis of the branch studied; and that this, as his school proves, is a very effective way of teaching.

Mr. Bird followed the instructions in Geography with physical exercises. Some one remarked that such exercises should be frequent in school, as they would be useful to straighten up scholars and shake off drowsiness.

Miss Jessie Bassett read an essay on 'Pet Theories'.

Mr. Knapp made some remarks on Object Teaching, speaking of the five senses being the natural channel through which to give knowledge; and each of these faculties should be early cultivated.

In the evening J. H. Knapp conducted a normal class in Arithmetic; had problems illustrating different principles solved on the board; recommended that any scholar raise the hand when any part was subject to criticism, in all classes except of quite mature minds, at the time of the error, rather than postpone to the end of the recitation, at the risk of forgetting it. When ready for the solution, the scholar should first state clearly what he is required to do; second, the working; and lastly, the conclusion. As a scholar repeats a rule, let him be brought to the recitation-seat; the teacher to read the problem, some times for the whole class, and at others a particular one for each member of the class; the scholar stating it from the board after solution.

Prof. W. J. Beecher, of Knox College, gave a lecture on 'Unconscious Influences'.

P. H. Sanford conducted a class in reading with larger scholars. He would have promiscuous reading by the class, and at the close of each one's reading any or several members may criticise. The teacher should then read the same as a model of good reading, unless some member of the class is a better reader, in which case such scholar should do most of the model reading.

J. W. Bird made some remarks upon teaching Grammar, and the subject was further continued by Prof. Standish. Mr. Bird would have scholars commence by

oral instruction from the teacher, and continue this method for considerable time before using the book. Prof. Standish spent most of the time in analysis of sentences. Would have a scholar understand — 1st, whether a sentence was simple or complex; 2d, dependent or independent; 3d, transitive or intransitive. Said he could bring the analysis to such a system that every member of a class would, though alone, give the same rendering to a composition never seen before.

Prof. Comstock, in treating of Orthography, gave exercises on the rules of spelling, and urged attention to them as valuable aids in acquiring habits of correct spelling.

Prof. Standish occupied two hours in giving instructions on the subject of Arithmetic. Would have beginners commence to add, subtract, multiply, or divide, not by the units' column at first, but by any others, to teach scholars the value of figures in certain positions; would have no rules recited at first, but deduce the rule from the solution; take no example as correct until proof is given.

Miss Hurlburt read an essay. Subject: 'Woman's part in the War of the Rebellion'.

A lecture was given on Friday evening by Prof. Dickinson, of Hedding Seminary.

On Saturday, Miss L. V. Dinsmoor read an essay on 'Thoroughness', and Mr. Knapp one on 'The Teacher's Preparation'.

Among the many questions from the Query Box were the following: 'Does the Mississippi run up hill?' 'What is the Equator?' not so easily answered as might at first be supposed. 'How many revolutions of the earth in 365 days?' Answer, by Prof. Standish, 366.

The following are among the resolutions adopted:

That much good would result in the meetings of the Association by the discussion of branches of study by the members.

That we recommend the topical mode of teaching.

That teachers in their mental and moral habits should be examples to their pupils, on the prinple that all should be what they would have others to be.

That want of punctuality is a grievous defect, and that *teachers* especially ought to be punctual.

That we will support Congress in proper efforts to establish liberty, until free speech, a free press, and free schools, shall be the heritage of all who dwell beneath the Stars and Stripes.

That we have implicit confidence in our State Superintendent, Newton Bateman; and we will use our influence and votes for his reëlection.

DuPage County.— At the call of the County Superintendent, C. W. Richmond, Esq., between fifty and sixty teachers — three-fourths ladies — assembled at Wheaton, and effected a permanent organization under the name 'The DuPage County Teachers' Association'. The exercises usual in teachers' institutes were conducted for three days under the direction of the teachers themselves. It was deemed better that they should rely on themselves, and from the spirit and interest manifested it is believed that quite as much benefit was derived from the meetings as if some 'distinguished educator' had been imported from abroad to do the thinking, talking, and managing *for* the teachers. Mr. Richmond presided, and carried out the policy, as far as practicable, of keeping every one employed. One of the evils connected with teachers' institutes as they are generally conducted, is the fact that by far the largest portion of the teachers present take no active part in the exercises, but are the mere passive recipients of whatever is offered to them, be it good, bad, or indifferent. Earnest, and in a good degree successful, efforts were made to rem-

edy this evil by giving every one something to do, thus begetting that interest in all that is too often confined to the few. Much of the vivacity and interest were doubtless the result of the two-weeks drill which a number of the teachers present had received under the direction of Mr. Richmond.

Messrs. Rolfe and Herrick, of Cook County, who were present a part of the time, contributed much by their spirited and instructive addresses.

A resolution was adopted commending the 'Illinois Teacher' to the patronage and careful perusal of parents and teachers. Also, one indorsing and commending the course of our County Superintendent. This is well deserved. Mr. Richmond is a thorough teacher in spirit, attainments, and practice, and he is enlisted heart and soul in the good work of raising the teachers and schools of our county to a higher standard and a higher degree of usefulness. He holds the office for the *people* and not wholly for himself, and he deserves all the support and encouragement which earnest, honest, and well-directed efforts merit. The organization and drill of the 'teachers' class', before alluded to, were in a high degree beneficial to those who composed it, as they themselves testify, and the instruction was afforded to them without expense other than for food and lodging.

The evening sessions of the Association were devoted to lectures by Prof. Lumry, of Wheaton College; Hon. Newton Bateman; and President Edwards. Prof. Lumry's lecture was on 'Language and English Grammar', and showed much acuteness and originality of thought. The other lectures were each an eloquent and powerful assertion of the right and duty of the state to give to every child, of whatever race, color, or condition, the most complete attainable education — physical, moral, mental, and æsthetical. They were addressed to appreciative and intelligent audiences, and can not fail to do good.

The Association agreed to meet annually, and adjourned subject to the call of the Executive Committee.

CHAMPAIGN COUNTY TEACHERS' INSTITUTE.—The meeting of the Champaign County Teachers' Institute, which was held in the Graded-School House, in Urbana, on the 26th, 27th and 28th of September, was a glorious success. The weather was beautiful, and every thing passed off in fine order, all feeling that it was good for us to be here.

About seventy-five teachers were present, who showed by their lively interest that they have the ring of the true metal.

The departments of Arithmetic, Grammar, and Geography, were under the charge of Messrs. Hamilton, Burrill, and Case, respectively. The Word-Method of teaching little children to read was well illustrated by some of our Primary Teachers. Pres. Edwards, who was present part of the time, conducted Reading, and an exercise on How to Study the Language.

The evening sessions were principally devoted to discussions and readings. Rev. Mr. Remington delivered a lecture on 'The Verbal Man'. Essays were read — by Mrs. Nott on 'The Model Teacher', and Mr. Burrill on 'The Scholar and his Mission'.

On Friday evening, long before the speaker arrived, the Court-House was filled to overflowing by an appreciative audience who came to hear President Edwards

lecture on the subject 'Universal Education Necessary in a Republic'. The lecture was a rare production, and strengthened the belief in the minds of all that Illinois possesses the greatest educator in the nation.

At the close of the lecture the following was unanimously adopted:

WHEREAS, We, the teachers of Champaign county, have assembled for the purpose of assisting and encouraging each other in making preparation for the great work we are called upon to perform; and *whereas*, during our session we have been assisted greatly by the earnest efforts of our able friend Pres. Edwards; therefore,

Resolved, (1.) That we extend to Pres. Edwards our heartfelt thanks for his valuable assistance.

(2.) That the thanks of the Institute are also due to our worthy Superintendent, Mr. Leal; to Messrs Burrill, Hamilton, Schumm, and others, for their diligence in giving instruction in the various branches.

(3.) That we are under lasting obligations to the citizens of Urbana, who have so kindly opened their doors for our entertainment.

(4.) That we should not neglect to impress upon the minds of our pupils sound moral principles, and that we should at all times teach them loyalty to our country and her free institutions.

(5.) That we hereby express our unqualified disapprobation of the course of those teachers who, without excuse, neglected to attend this Institute.

(6.) That we, as teachers of Champaign county, ignoring party politics, are decidedly in favor of the reëlection of Newton Bateman to the office of Superintendent of Public Instruction.

(7.) That we most earnestly recommend the Illinois Teacher to the patronage of the teachers of the state.

(8.) That the Secretary be instructed to furnish the Gazette, Journal, Visitor, and the Illinois Teacher, a condensed copy of the minutes of the Institute, and a copy of these resolutions, for publication.

The following officers were elected for next year: President, T. R. Leal; Vice-President, T. J. Burrill; Secretary, Nelson Case; Treasurer, B. F. Hamilton.

Thus closed the most important institute ever held in the county, and we go to our schools with a new zeal for our chosen profession.

NELSON CASE, Secretary.

EDGAR COUNTY TEACHERS' INSTITUTE.— By appointment of the County Superintendent, the teachers of Edgar county convened in the Public-School Building, on Monday, Sept. 24th, to the number of about fifty, to enjoy the advantages of an institute. The day was very stormy, but this did not detain teachers of zeal and energy.

The exercises were under the direction of Prof. J. Hurty,— for years a leading educator in Indiana, and recently called to take charge of public schools in Paris, Illinois,— assisted by Mr. H. R. Edwards, of Normal, Illinois, and Mr. Hobbs, of Kansas, Illinois. The interest during the whole term was very great. The exercises were varied and practical, and the teaching was normal. To most of the teachers the methods presented were entirely new, but to all obviously philosophical and practical. Class exercises were conducted in Elocution, Intellectual Arithmetic, and English Grammar, by Prof. Hurty; in Spelling and Geography, by Mr. Edwards; in Practical Arithmetic, by Mr. Hobbs. Lectures on American History were given by Capt. G. Hunt, School Superintendent.

The interest awakened by this institute will exert an extensive and salutary influence upon the cause of education in this county. A County Association was formed at the close of the session, which will hold monthly meetings.

SCHOLASTICUS.

MCHENRY COUNTY TEACHERS' INSTITUTE convened in annual session at Harvard, on Monday, October 8th. The lecturers in attendance were — President Edwards, of the State Normal University; Prof. Coe, of Harvard; Prof. Warren,

of Eastman's Business College, Chicago; and the County Superintendent, A. J. Kingman.

The exercises were under the immediate direction of President Edwards, A. J. Kingman acting as President of the Institute. The business of each day was opened with vocal and instrumental music, under the guidance of Prof. Coe, followed by reading a portion of the Sacred Scriptures, and Prayer by Pres. Edwards. The subjects of the several lectures given by Pres. Edwards were — 1st, Vocal Analysis; 2d, Reading and Elocution; 3d, Organization and Management of Schools; 4th, How to secure the Coöperation of Parents; 5th, Object Teaching. In the first, 'Vocal Analysis', he gave the most clear and masterly exposition of the subject that we have ever had the pleasure of listening to. He went down to the first and simplest elements of the subject, developing, step by step, by the most exact and careful analogy, one after another, the whole range of vocal sounds with which the English language has to do. And here I may remark that no person who has not given careful consideration to the subject has the most remote idea of the absolute necessity of a distinct and perfect understanding of this subject by all who wish to become clear and correct readers and speakers. All our provincialisms of tone, accent, and pronunciation, arise from the want of an exact perception of the true character and individuality of sounds. The subject is treated on the lecturer's plan in Edwards's Analytical Reader, which we consider to be the best text-book on this subject at present in use in this country. The second lecture, upon the 'Organization and Discipline of Schools', placed clearly before the institute the most approved practical method of carrying out both these objects. Commencing with the classification of the pupils according to their mental capacity, and second (if I may so speak), the classification of time, he dwelt with a good deal of emphasis upon the impossibility of at all efficiently conducting a school without a close attention to both these requirements. On discipline he is not quite a moral suasionist, though nearly so. He believes that the fear of corporal punishment should be held as a sort of *corps de reserve*, to meet an emergency when all other means have failed. His views on the question 'How to secure the Coöperation of Parents' were put plainly before the institute, but we think they would fail to produce the result in very many country districts. In 'Object Teaching' the illustrations of the method were peculiarly simple and happy, and so practical and in accordance with the manner which nature seems to prompt, that they elicited the warmest praise of the members of the institute.

Prof. Coe treated of Mental and Written Arithmetic and Geography. On the first he said he placed the very highest value, as the best means of disciplining the mind to rapid and accurate habits of thought: in fact, he regarded this as the sole end and aim of Mental Arithmetic. He likewise gave an exposition of some of the best means of explaining the fundamental operations of Written Arithmetic, passing to the higher subjects, showing the connection and dependence between the several departments of the science. This exercise elicited much discussion among the members of the institute, as nearly every one had something useful and practical to suggest; and the more especially in the resolution of common and decimal fractions and percentage. 'Geography'. This was an interesting lecture and discussion, as to the best way in which children can be

taught to comprehend the positions and motions of the Earth, its measurement, its changes of season, etc.,— all of which the professor treated in a very forcible and practical manner.

Superintendent Kingman was so busily engaged by his duties as President, and in attending to the general business of the institute, that he had only time to give one lecture, on 'Spelling'. He believed (as most of the ablest educationists of the day do) that the old style of getting by rote long columns of difficult words as a spelling-task is both useless and vicious. He advocated writing as the most philosophical and easiest manner of learning spelling. Write — write — from the commencement. Let the pupil write every thing, or a portion of nearly every thing, which he recites, and you may be sure he will acquire the habit of good spelling.

'Writing'. Prof. Warren gave some very useful instructions as to the best way in which to secure a good style of business penmanship. The subject is one for practice, however, rather than for lecture. The professor executed some beautiful specimens of pen-and-ink-drawing, which he presented to the members of the institute.

An evening session of the institute was held at the Town Hall every night, from seven to nine o'clock, which the public were invited to attend. Lectures were delivered at the evening sessions on the following subjects: 'The diffusion of Education necessary to the perpetuity of a Republican form of Government', 'The Sources of Personal Influence', and 'The Golden Age is Now', by President Edwards; 'The Teachers' Mission', by Prof. Coe.

For clearness of language, felicity of diction, depth of research, closeness of reasoning, and logical conclusiveness, we consider the lectures of Pres. Edwards to be unequaled. There is one particular in which he stands preëminent as a lecturer: he never wanders from the question he has to discuss,— all his illustrations and allusions bear directly and forcibly upon the subject-matter of his discourse, and when he makes a 'point', you have never any doubt about what it really is; he fixes it standing as vividly before the mental vision as if he placed a material object before you in the sunlight. The hall was crowded each night by the residents of the town to its utmost capacity: in fact, so much so that, on the last night, the lecture had to be given in the Methodist Church, which was kindly tendered by the society for the occasion.

The Institute closed with a Sociable at the hall, for which a free invitation was extended to the public.

The number of teachers in attendance during the week was about one hundred; and by closeness of attention and promptness of attendance they manifested clearly the interest they felt in the convention. The people of the town likewise manifested a more than usual interest in its success, many of them being present from time to time during the whole course of the session as spectators. All together, it was one of the most successful institutes, in its initiation, progress, and close, that the 'oldest inhabitant' remembers to have witnessed in this part of the State of Illinois.

At the close of the institute, a splendidly-bound volume of the latest edition of Webster's Unabridged Dictionary was presented to Superintendent Kingman, as a mark "not only of the teachers' appreciation of his great kindness and incessant

labors on the present occasion, but also of his usual courteous and sympathetic coöperation with the teachers in all the difficulties of their position, and of his earnest endeavors to elevate the standard of education throughout the county."

I. B. L.

Springfield City Teachers' Institute.—This body held its regular monthly meeting, in the New High-School Building, on Saturday, the 13th of October. The session was a very interesting and profitable one. The exercises consisted of Remarks by the Superintendent of Schools, A. M. Brooks, Esq.; a Lecture by Rev. E. Miller: Discussion; a paper from the teachers of the High School; and a lecture and drill on Methods of Class Instruction in Penmanship, by W. D. Rutledge, Principal of Springfield Commercial College. We should be glad to welcome teachers from out of the city to our meetings; they are held regularly upon the second Saturday of each month. The programme for the next institute is as follows: Object Lesson, by Superintendent; Lecture, by Dr. Willard, former editor of the Teacher; Discussion; Paper by C. C. Hutchinson, Principal of the First-Ward School, on Agassiz's recent explorations; Paper from lady teachers of First Ward; and Class Drill in Penmanship, by ——— ———, Teacher of Penmanship in Bryant, Stratton & Bell's Commercial College. M.

Mr. S. M. Dickey, formerly of Cordova, but now at Fulton, has a good school in his new place. He has three hundred and sixty pupils and five assistant teachers. It seems, however, that the good people of Cordova have not forgotten him, and do not mean that he shall forget them soon. A few days ago they sent a peremptory order for him to attend an educational convention in their town, and while he was there, they presented him with a superior American watch.

Mr. W. H. V. Raymond, recently of Freeport, has been appointed Superintendent of Alton Public Schools.

NOTICES OF BOOKS, ETC.

Bullions's Common-School Grammar. An Introduction to the Analytical and Practical Grammar, with Practical Lessons in Composition. By Rev. Peter Bullions, D.D. New York: Sheldon & Co., 498 and 500 Broadway. 1865.

The title of this book sufficiently explains its scope. Nothing is more practical or profitable than to introduce pupils early in the study of grammar to exercises in written composition. The book is a valuable one to put into the hands of beginners.

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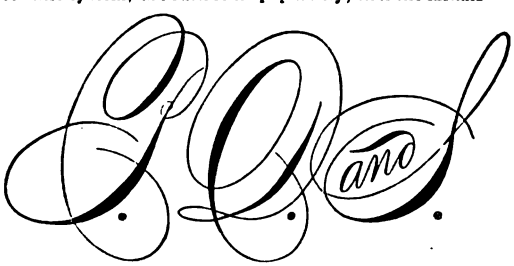
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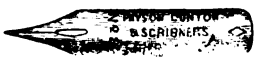
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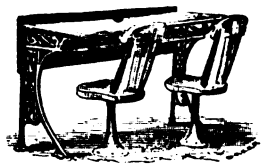
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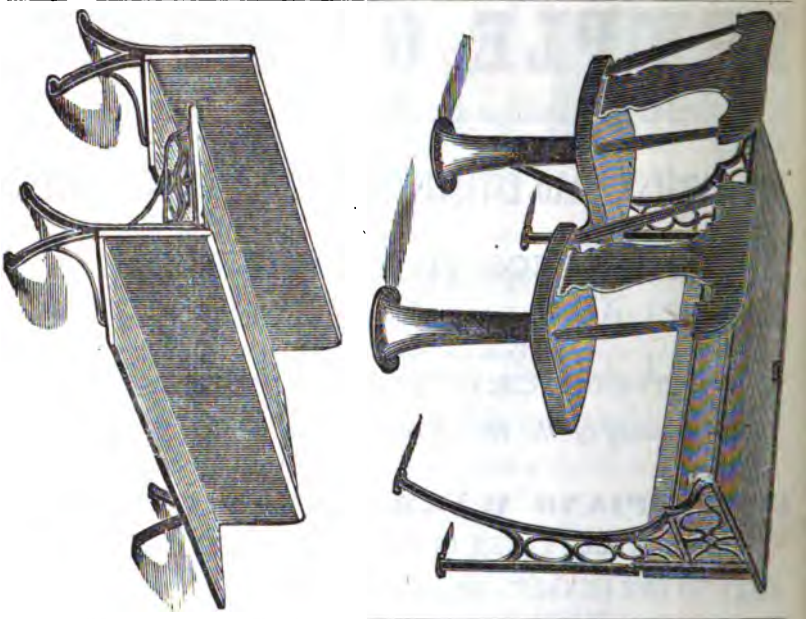
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